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Included in this English translation of an annotated bibliography are 100 items citing books and articles in Serbocroatian that contain information about Yugoslav educational resources and school systems. Schools and institutions receive considerable attention with entries on preschool, elementary, secondary, higher, and adult education. There are also sections dealing with the development of education and educational legislation. Less extensive portions are devoted to (1) the history of education, (2) educational problems, statistics, and research, (3) school reform, (4) teacher training and staff, (5) hostels, (6) management and financing, (7) curriculums and syllabuses, and (8) polytechnical and physical education. English translations of foreign titles are provided. For companion documents see ED 025 184 and ED 026 893. (AF)

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1969

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I. HISTORY OF EDUCATION

201. Sedamdeset pet godina Katedre za pedagogiju filozofskog fakulteta u Beogradu (Seventy-Fifth Anniversary of the Department of Education of the Faculty of Philosophy in Belgrade), *Nastava i vaspitanje,* Beograd, 1968, No. 3, pp. 263264.

At the beginning of October of this year a celebration meeting and symposium will be held in Belgrade on the occasion of the seventy-fifth anniversary of the founding of the Department of Education of the Faculty of Philosophy in Belgrade. In the Monuments dedicated to this celebration the members of the Department of Education endeavored to as completely as possible show the introduction and function of education as a discipline, first in the Museum and in the High School, and then at the University of Belgrade, to throw light on the personalities of the greater number of teachers who were directly engaged in the organization and implementation of educational curriculum, to offer the necessary documentation on a number of other activities connected with the operations of the Department (Educational seminar, syllabi and curricula, doctoral dissertations, biographic and bibliographic suppplements for teachers and assistants), to read off the names of students graduated, and to offer information on all affairs which represent the core of the most important activities of this institution. The symposium, whose integral part is the celebration, will be devoted to the theme "The System of Educational Studies and Its Developmental Prospects," which is significant and of immediate interest for the determination and further orientation of educational studies and affirmation of educational disciplines.

II. EDUCATIONAL RESEARCH

202. ANDJELKOVIĆ, Millan and ILIČIČ, Milan: Problemi raspodele ocena u školskoj praksi (The Problems of Distribution of Marks in School Practice), *Nastava i vaspitanje,* Beograd, 1968, No. 3, pp. 288—293.

The marking of elementary school pupils with the numbers 1 through 5 is extremely important, but it is not the only form of evaluating the results of teaching work. However, the feeling is increasingly prevalent that these marks cannot offer an objective picture of the actual state, and therefore attempts

are being made to supplement numerical marks with others which are more effective. Optional marking in elementary schools is high so that the condition is untenable, primarily because some marks are ignored and others are expanded. As a consequence of this we have the problem of the proper distribution of individual categories of marks. The article illustrates this problem on the basis of data on pupil achievement in the area coverd by the Institute for the Educational Advisory Service in Smederevo. In comparing the obtained and anticipated frequency of marks we see an enormous deviation. Unsatisfactory marks are six and a half times more than they should be, satisfactory marks are twofold less, good marks are also almost twofold less, and excellent marks are seven times more; only the category of very good corresponded to expectations. The reason for this was not only the working conditions, but rather the low or high demands of the teachers — conditioned by the present concept of the syllabus and curriculum as there is no general, defined criterion of knowledge in the form of educational standards and norms, and also the inadequate preparation of teacher — marker beginners.

203. DJUKIĆ, Slobodan: Jedan pokušaj merenja rezultata vaspitnog rada škole (An Attempt to Measure the Results of the Educational Activities of the School), *Pedagoška stvarnost*, Novi Sad, 1968, No. 5, pp. 271—280.

The Institute for Elementary Education and Teacher Training of the Socialist Republic of Serbia elaborated a system for measuring the results of the educational work of the school and their evaluation. In the framework of this system, the educational results were established for elementary schools in the Kruševac municipality in Serbia, June 1967. The following teaching areas were investigated:
work training: work in pupil coops, the production work of pupils outside of the school, the socially useful work of pupils in the school (maintaining cleanliness, work in the school kitchen, care of the school garden, etc.), care of school property, school exhibits, etc.;
education for self-government and social activity: the work of pupil collectives and organizations, on-duty pupils in school, contests in and outside of the school, engagement in school leisure activities, etc.;
education in the spirit of socialist humanism; patriotism and internationalism;
health and physical education;
esthetic education.

204 PERIŠIĆ, Millan: O nagrađivanju prema radu — na osnovu mišljenja preko stotinu nastavnika osnovnih škola (On Remuneration in Accordance with Labor — on the Basis of the Opinions of More Than One Hundred Elementary School Teachers), *Putevi i dostignuća*, Sarajevo, 1967—68, No. 2, pp. 78—91.

Remuneration in accordance with labor in general, and specifically for educators working in schools, is a current and significant problem. The author of this article has attempted to point out, in the first place, those general, mutual problems which arise in connection with the distribution of wages in some schools. The material in this study is founded on data and information which stem from three sources: a) the results of questionnaires filled out by 126 teachers from six elementary schools; b) talks with school principals; c) regulations and other corresponding documentation which directly or indirectly relate to the distribution of wages in the school. Almost all schools have a regulation on wage distribution, however it is important what kind of regulations these are, their objectives and other prossibilities for their implementation, their effect on relations in the collective, and relationship to labor, quality and quantity of work. When it is a matter of measuring and evaluating teaching work, it must be kept in mind that this work should be carried out by either groups or individuals who are professionally qualified for this delicate and complicated occupation.

III. DEVELOPMENT OF EDUCATION

205 BROZ, Veljko: Praćenje i unapredivanje novih oblika obrazovanja u 1967. godini (The Study and Advancement of New Forms of Education in 1967), *Obrazovanje i rad,* Zagreb, 1968, No. 1, pp. 60—70.

For the purpose of establishing the basic guidelines in the advancement of secondary level education, in 1967 the Institute for the Improvement of Vocational Education of the Socialist Republic of Croatia decided to resolve the following tasks: work was done on the elaboration of descriptions of new forms of secondary education, and on the introduction of all changes in the Socialist Republic of Croatia for the purpose of further studying and organizing work guidelines in individual education institutions; initial work was done on studying the effectiveness of new syllabi made by the Institute for general secondary schools; the elaboration of instruments which individual educational institutions would use for the internal study of these new forms of education; organization of professional consultations, meetings, and symposiums with individual leaders of educational institutions where the new forms of education have been introduced, and also with teachers for the purpose of offering professional assistance; necessary professional assistance was given to educational institutions, economic enterprises, and municipalities; work was started on the elaboration of a plan for the long-term and systematic study and advancement of the new forms of work.

206. FURLAN, Dr. Ivan: Kakav školski pedagog treba školi (The School Pedagog), *Školske novine,* Zagreb, 1968, No. 12, pp. 1 and 4.

In the proposals made by the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia, which carries the title "A Guidance Work Program for the School Pedagog," a review is given of the work of this professional. According to the program, the first task of the school pedagog is cooperation in teaching. This does not include lesson giving, but rather taking over from the teacher certain general affairs in the curriculum or specific phases of teaching. The school pedagog has an important role in curriculum planning, in preparation of necessary teaching aids, in the elaboration of examination material — which confirms the effectiveness of teaching, etc. He examines children upon their registration in school, organizes the first days of teaching, makes contact with the parents, and has an important role in the organization and realization of the supplementary educational activities of the school, as well as in leisure activities. Another significant function is his work on further training for the teachers of his school and educational work with the parents of pupils. It is evident that the scientific-theoretical basis of all these jobs makes a pedagogy a science, and the person who wishes to carry out these jobs successfully must be a pedagog by profession.

207. KNEŽEVIĆ, M.: Problemi škola na jezicima narodnosti (The Problems of Minority Language Schools), *Prosvetni pregled*, Beograd, 1968, No. 27, p. 1.

In this article the author states that although significant results have been achieved in the developmet of the school network, in the inclusion of children in the first and second levels of education, in the publication of textbooks and the solving of other problems concerning the education — in minority languages — of children in our country, there are still a great many unsolved problems which greatly decrease the achieved results. The author sums up the contents of a meeting of the Council for Minority Education Affairs of the Federal Council of Education and Culture, which deliberated minority educational and cultural activities in Yugoslavia during the period 1957—1967. One of the most evident problems is the lack of attendance in elementary schools in Kosmet and the high percentage of drop-outs by Albanian pupils in the higher elementary school grades — which even reaches 40 percent.

208. KOBOLA, Alojz: Služba školskog pedagoga u osnovnim školama SR Hrvatske (The Service of School Pedagogs in Elementary Schools in the Socialist Republic of Croatia), *Pedagoški rad*, Zagreb, 1968, No. 5—6, pp. 225—236.

The basic aim for introducing the service of school pedagogs is to make the schools familiar with the ideas and procedures of modern pedagogy. This service in our school encompasses:

improvement of the learning process and the activation of pupils in this process; change in the profile of teachers — who will be more professionally prepared for the process of learning; the application of modern and effective methods and forms in teaching; the rational application of modern audio-visual aids, especially the inclusion of teaching in school radio and television; the intensive and continuous work of teachers with pupils in the areas of intellectual, physical, moral, esthetic, and work-technical education. In order to make our elementary schools more modern, on the basis of Article 111 of the Law on Elementary Schools, the school pedagog service will be introduced in elementary schools with 16 or more classes. The purpose of introducing this service is to as effectively as possible realize the educational tasks of the school, to study and improve educational work, and to aid the school principal in implementing his instructional-pedagogical tasks.

209. PAVLOVIĆ, Budimir: Organizacija i praćenje nastavno-obrazovnog rada u školskom centru u Trsteniku (The Organization and Follow-Up of Teaching Work in the School Center in Trstenik), *Problemi stručnog obrazovanja*, Beograd, 1967, No. 4, pp. 35—46.

In order to achieve as realistic as possible evaluation in the follow-up of educational work, the committee designed for this purpose in the School Center developed a more complex form of follow-up and analysis which enables a more complete study of conditions and phenomena. The entire process of organization and follow-up of educational work ranges from teaching preparation, through marking, and finally to the analysis of results achieved. This article cites only several forms of work which have shown effective and worthwhile in the practice of the school:

1. Lesson preparation which consists of content and method preparation;
2. Follow-up of the realization of the syllabus; and
3. Follow-up on pupil achievement.

210. PETNJARIĆ, Lazar: Informacija o radu nastavnih centara (Information on the Activities of Teaching Centers), *Život i škola*, Osijek, 1968, No. 5—6, pp. 299—302.

In the first quarter of 1968 the work of teaching centers in Croatia was approached more intensively. In that period consultation meetings were held of work groups of teachers in individual centers. The meetings of the group for the Croatian-Serbian language related to the improvement of written expression, the problem of the function of pupils' home and school reading assignments in teaching, and the work of leisure activities in native language instruction. Teaching centers for mathematics and physics work on following the realization and value of orientation work plans for mathematics and physics. In the field of biology and chemistry the problem of program-

med teaching was treated. In teaching centers for technical training, objective-type assignments are being worked out for the purpose of following syllabus realization; investigation of the methodology of a more modern approach to implementing practical exercises and investigation of the realization of technical training in the classroom. In this school year, teaching centers have started systematic work. Their activities are planned as a permanent form of work for the advancement of educational activities and therefore the program of their operations is not limited to the framework of one school year.

211. Stimulativniji sistem stipendiranja i kreditiranja studenata (A More Stimulative System for Granting Scholarships and Loans to Students), *Prosvetni pregled,* Beograd, 1968, No. 27, p. 7.

This article points out that the granting of loans to students is a very practical form for resolving their material problems. From the aspect of conditions for receiving a student loan, the fundamental criterion will be financial condition and scholastic achievement, with the condition that all students who have a monthly income of less than 300 new dinars per household member can use the resources of the Loan Fund of the Socialist Republic of Serbia. It is further stated in the article that this year efforts will be made for simplifying the procedure for obtaining loans, and that this autumn loans will be given for the entire duration of schooling insofar as the student meets all his regular faculty obligations.

212. VESELICA, Dr. Marko: Društveno-ekonomski aspekti planiranja kadrova i obrazovanja u Jugoslaviji (The Socio-Economic Aspects of Planning Personnel and Education in Yugoslavia), *Univerzitet danas,* Beograd, March—April 1968, No. 3—4, pp. 69—78.

Contents: 1. The economic aspects of scientific-technical progress and the education of professional cadres in the modern world; 2. The general characteristics of planning in light of the government-administrative socialism and low level of economic development in Yugoslavia; 3. The socio-economic position of cadres and education in the administrative-centralistic period of building socialism in Yugoslavia; 4. The poor balance between the needs for cadres caused by the accelerated economic system and the volume and structure of cadres being given by the present system of education in Yugoslavia; 5. The most recent developmental tendencies in planning under conditions of the system of worker and social self-government; and 6. The socio-economic aspects of planning educational personnel in the present and future stages of development in Yugoslavia.

213. VUK, Josip: Neka iskustva zagrebačkih škola u uvođenju petodnevnog radnog tjedna (Some Experiences of Zagreb Schools in Introducing the Five-Day Work Week), *Komuna,* Beograd, May 1968, Vol. 15, No. 5, pp. 30—32.

Section headings: 1 — The present teaching time in Zagreb schools; 2. — The experiences of the experimental "Jordanovac" Elementary School with the five-day teaching week; 3 — The advantages of the five-day school week; and 4 — All-day schools for pupils are necessary for the changeover to the new work week.

IV. SCHOOL REFORM

214. FILIPOVIĆ, Dragomir: Razvoj sistema obrazovanja i vaspitanja u promenjenim društveno-ekonomskim uslovima (The Development of the System of Education under the Changed Socio-Economic Conditions), *Naša stručna škola,* Beograd, pp. 1 and 5—8.

This article represents a supplement or explanation of the new Assembly document entitled "Themes on the Development and Improvement of the System of Education in Yugoslavia." In the spring of this year the document was put up for public discussion which will last until 1 December. The author points out that the Themes are of an objective and not organizational nature, discusses the manner of raising fundamental questions on the development of the educational system, the educational system innovations contained in Theme 1, and especially the democratic spirit of the Themes which can be seen in the new approach to establishing basic principles for future policy in the field of education.

215. JUHAS, Mihajlo: Srednje obrazovanje u Tezama o razvoju i usavršavanju sistema obrazovanja i odgoja (Secondary Education in Themes on the Development and Improvement of the System of Education and Training), *Školske novine,* Zagreb, 1968, No. 11, pp. 1 and 4.

This article explains the part of the Themes which relates to secondary education. It presents the fundamentals and advantages of the new system which endeavors, among other things, to create the best possible conditions for living and for making use of the many opportunities for the more cultural personal and social life which is offered by modern culture and civilization. The article further points out the tendency toward raising the level of general education, the prospects for further, differentiated education and the types of schools and forms of secondary education envisaged by the Themes Proposal.

216. Marginalije k tezam (Remasks on the Proposals for Educational Advancement), *Prosvetni delavec,* Ljubljana, 1968, No. 10, pp. 1 and 2.

This is a review of a federal document which was presented to the public in the form of a Proposal for Theme on Development and Improvement of the System of Education in Yugo-

slavia. More exactly, this article relates to that part of the document which treats the education and further training of educational cadres. Support is given to the stand that the professional preparation of these cadres must be expanded and deepened, not only in the field of education but in the areas of all those sciences which supplement education — psychology, sociology, statistics, mental hygiene, etc. It was pointed out that our schools should become professional institutions which are able to make an early discovery of children who are retarded in physical or mental developmet, and to organize basic preventives and cures. It is stated in the conclusion that the trends toward the education and further training of teachers, as formulated in the Theme, should be aided, reinforced, and developed.

217. R. P. Za novo radno vreme bez improvizacija (The New Work Week in Schools), *Prosvetni pregled,* Beograd, 15 May 1968, No. 18. p. 7.

At a symposium held in Belgrade, which was organized by the Central Board of the Union of Social Activities Workers and the "Djuro Salaj" Workers' Evening School, problems in connection with the introduction of the new work week in educational institutions was deliberated. In his introductory speech, the president of the Central Board stresssed that: "The Union, in principle, never was, and is not now, against the introduction of the new work week, but it does believe that the necessary conditions for this must be realized first." After the discussion it was concluded that before proceeding with the reorganization of the structure of the new work week in educational institutions we must scientifically confirm whether or not these institutions are prepared for the changeover, and that massive experimentation should not be initiated until the scientifically studied and elaborated indicators are obtained.

218. ŠUKOVIĆ, Radivoje: Predloženi sistem elastičniji od postojećeg (The Advantages of the Proposed System of Education over the Present System), *Prosvetni rad,* Titograd, 1968, No. 12, p. 3.

This article emphasizes that the Themes of the Federal Assembly, as do other documents on the improvement of the education system, gives special significance to secondary level education. The author of the article states that these documents do not envisage radical changes in this part of the educational system, but rather its continuous improvement — with various phases of intensity. In support of this the following aspects of the Themes are cited: all institutions in the present system would remain after the changes, and the gymnasium would continue to be — in essence — a general education school; most institutions would not undergo essential changes in the length of schooling; on the other hand, the proclaimed but only partially applied principle of a uniform secondary level system would have corresponding application in future reform measu-

res. The author, among other things, states that the procedural application of the new system of education according to the conditions of individual environments, even though this is in accordance with our social development, would cause new difficulties. These would especially be expressed in the mobility of pupils from schools in underdeveloped areas (with existent institutions), textbooks, education, and further teacher training. At the end of the article the author poses the question: under conditions of economic integration, is it necessary to disintegrate in this way the system of education on the secondary level which, in actuality, is an essential function of economic development.

V. TEACHER TRAINING AND TEACHING STAFF

219. LEŠNIK, B.: Jutrišnji učitelj (The Teacher of the Future), *Prosvetni delavec*, Ljubljana, 1968, No. 6, p. 1.

At the December symposium of the Municipal Boards of the Socialist Alliance of Working People on ideology in education, the president stated that training in the school is very much neglected. The ideological influence of the teacher on adolscents is insignificant, they do not effectively contradict the foreign ideological influences so uncritically accepted by adolescents. For this reason the author is of the opinion that more attention should be devoted to the teacher's personality, his ideological tendencies, and political education. In this connection, the author poses the question of education of the future teacher, especially after the elimination of schools for lower grade elementary teachers envisaged for this year — where the pupils obtained a solid pedagogical background. Now the schools of education will receive students without any prior pedagogical education, and in the two years spent at a school of education they will have to primarily become familiar with their profession. Training demands a very solid and broad background for the future teacher, all-around education, and a thorough knowledge of scientific socialism. This is also valid for elementary school teachers who should be experts for educational work with children. This type of education for teachers demands greater funds, and perhaps longer schooling, but this is absolutely necessary if we want ideological-educational work in the school to be effective and adolescents who have correct ideological orientation.

220. RABRENOVIĆ, S. and KUZMANOVIĆ, D. A.: I dalje o prosvetno-pedagoškoj službi (On the Educational Advisory Service), *Nastava i vaspitanje*, Beograd, 1968, No. 3, pp. 329—334.

The role of the educational advisory service is to analyze the results of the work of teachers and schools, and to deliberate problems which must be resolved. The educational advisory

service should also follow-up the positive results of schools and individuals in teaching practice, offer this experience to educators, and stimulate teachers who show good results through public recognition. Therefore, the role of this service is first instructive, then supervisory. Direct contact with the schools, teachers, and pupils gives this service valuable information which can be used for the advancement of education. One of its important tasks is systematic aid to teachers and planned work on their professional and educational further training. By way of illustration the author cites the Educational Advisory Service of the City of Valjevo which, in cooperation with grade teachers, elaborated several themes in areas which presented problems to the schools.

221. RASPOPOVIĆ, Milan: Stručno i pedagoško usavršavanje nastavnika (Professional and Educational Further Training for Teachers), *Prosvjetni rad,* Titograd, 1968, No. 12, p, 2.

In welcoming the concept formed by the Institute for Educational Advancement on further training for teachers and the resolutions proposed, the representatives of the Educational--Cultural Council of the Assembly of Montenegro especially emphasized the need for the more intensive and organized individual work on the part of teachers for further training. This implies the increased responsibility of enterprises and educational communities for creating the necessary conditions for this: supplementing school libraries with contemporary professional, educational, and other literature; more complete orientation toward becoming familiar with the practical achievements in the educational process; the organization of discussions on current and professional problems, and social fluctuations in general; encouragement for cooperation in the professional and educational press; the stimulating of teachers who achieve evident results on the level of further training and teaching advancement; and other measures which would contribute to increasing the feeling of need for further training and for improvement over the present state.

222. Stručno-metodički praktikum za književnost s osnovama estetske kulture (Professional-Methodological Seminar for Literature with the Bases of Esthetics), *Obrazovanje i rad,* Zagreb, 1968, No. 1, pp. 18—19.

In 1968 the professional-methodological seminar for the Croatian language and literature organized the following activities: 1. A seminar on the study of modern literature in the secondary school — this seminar is intended for Croatian language teachers in the secondary school, and the purpose of the meeting is to become familiar with themes and artistic expression in modern world literature and in Yugoslav literature; 2. In addition to this, a four-day seminar was organized for vocational school teachers where instructions were given

for the realization of a syllabus for fine arts and music. Two two-day consultations were held in Pula and Osijek on the application of methodological principles for the possibility of linking literature, fine arts, and music, and on the application of the modern science of linguistics in teaching.

223. SVRDLIN, Đuro: O nekim zapostavljenim sadržajima u obrazovanju i usavršavanju nastavnika (Some Neglected Content in the Education and Further Training of Teachers), *Putevi i dostignuća u nastavi i vaspitanju*, Sarajevo, No. 4, 1968, pp. 98—102.

The author believes that economics education content should have an adequate place in the system of further teacher training. It is necessary that assistance be given here by the schools and educational communities, school communities, and the educational advisory service, not only in preparing the plan but in its realization as well. During schooling and practice teaching the future teachers should be instructed in the organizational-material problems of the school. In the course of preparations for the forthcoming reform of teachers training schools it is necessary to, in addition to defining concepts, carefully read material which could be educational content in the teachers training school. Also, suitable measures and forms (organization of compulsory courses, etc) should be envisaged in order to as completely as possible prepare the teachers for work in the schools as a syllabus cannot be established for future teachers unless the practical problems for which they are being prepared have not been studied in detail.

224. TANČIĆ, R.: Osnova nove kadrovske politike (The Basis for New Personnel Policy), *Prosvetni pregled*, Beograd, 1968, No. 27, p. 2.

The author of this article informs us that at the end of June 1968 the Educational Council of the Socialist Republic of Serbia considered a proposal for the Regulation on Professional Training and Profiles of Teaching Personnel in the Elementary School, and adopted it with certain corrections. The author states that there are many reasons for the elaboration of this Regulation, and then goes on to cite the ones which are most essential in his opinion. These are — the opportunity to, by application of the Regulation, make relatively uniform the standard of education for pupils by providing them with a relatively uniform teaching staff, in light of profile and professional training, and this is its fundamental purpose. On the basis of this Regulation the partial financial effect of the work of elementary schools can also be calculated. Furthermore, a knowledge of the professional norms of teachers conditions an analysis of teaching in the elementary school. According to the author, a publicly announced Regulation is a means for the professional informing and guiding of

adolescents who have chosen the teaching profession. The Regulation defines which persons are qualified for grade teaching and which are qualified for subject teaching.

VI. SCHOOLS AND INSTITUTIONS

225. BAKOVLJEV, Milan: Škola u uslovima ekspanzije znanja (The School nder Conditions of Knowledge Expansion), *Gledišta,* Beograd, 1968, No. 6—7, pp. 972—976.

In connection with the intensive develpoment of science and the rapid growth of scientific achievements, schools throughout the world are endeavoring to somehow adapt to the increasing demands for more knowledge being made by modern progress. One of these ways is to prolong the length of schooling, four years of which was compulsory earlier, and now in developed countries it has been extended to 8, 10, and more years. The same phenomenon was noticed in higher schools, where studies are now of longer duration, and especially so when we take into consideration preparations for scientific degrees. Another measure would be the expansion of syllabi, but this of course cannot be endless. For this reason, the selection, revision, and compaction of teaching content must be made where less important or scientifically outdated material is concerned. However, the realization of this principle encounters many difficulties as in the preparation of the syllabus every professional is in favor of as complete as possible subject-matter for the scientific area which he teaches. The improvement of teaching methods also offer greater opportunities for the effective functioning of schools and creates conditions for further self-education after completion of school. This is an undisputable demand of our times as only continuous education can resolve the contradiction between the ever-increasing scientific discoveries and the impossibility of extending institutional education without bounds.

226. Namen racionalizacije v šolstvu mora biti izboljšanja vzgojnoizobraževalnega dela (The Purpose of Rationalization of the School System Must be Better Educational Work), *Prosvetni delavec,* Ljubljana, 1968, No. 6, p. 9.

The Chairmanship of the Republican Board of the Union of Social Services of Slovenia, and the sub-board for education, deliberated a proposal on rationalization measures for education. It was the general opinion that rationalization cannot be considered to be a campaign operation, but rather a process which should serve for the better quality and overall educational work of the school. The Union agrees with the statement in the proposal on the extensiveness of education and the need for rationalization, but believes that this rationalization

of the school network should not influence the limiting of studies in secondary and advanced schools by youth from poor municipalities and that educational policy should provide for improvement in the social composition in these schools. Free transportation of pupils to school, increased dorm capacity, and proper scholarship policy should contribute much. The secondary schools should be strengthened as the ratio of cadres with secondary education is unsatisfactory in comparison to those with lower and advanced training. Also, more care should be given to schools for deficit professions. As the capacities of schools for administration and commerce are in excess, we cannot defend their existence with the argument that they are primarily educating females as the unemployed graduates of these schools represent a special problem. They must be guided toward the deficit professions, such as nursery school teachers. In closing down gymnasiums we cannot be guided by whether or not this is the only secondary school in the area, but do their capacities correspond to the needs and is that region more in need of an occupational school. The Union agrees with the proposal that school syllabi be cut down as it believes that the overburdening of syllabi in all schools is one of the important causes of pupil drop-outs. Rationalization of the school network should be carried out by the integration of higher and advanced schools with many related departments and courses and not by the suspension of schools. Rationalization of educational work cannot be conceived without high quality pedagogical work and a suitable pedagogical service. For this reason the problem should be effectively resolved.

227. PIRK, Zdravko: Ob predlogu ukrepov za racionalizacijo na področju vzgoje in izobraževanja (On the Proposal for Rationalization Measures in the Field of Education), *Prosvetni delavec*, Ljubljana, 1968, No. 5, pp. 1, 3.

At the beginning of this year the Secretariat for Education and Culture of the Socialist Republic of Slovenia announced a proposal on rationalization of education. People working in this field usually take this rationalization to be only a number of measures to make education less expensive and thus save on social funds. Perhaps this is accurate in the final phase, when the results of this rationalization can be seen, but savings is not the major point of rationalization. The author believes that the basic purposes of rationalization of education are, firstly, that the cadres being given by our schools correspond to the needs of the economy and social activities planned on the basis of future development; secondly, that through rationalization we will obtain a system of education where 50% of the pupils are not drop-outs; and thirdly, that rationalization will guarantee an educational regime in which, on the one hand, the society will obtain necessary professional cadres, and on

the other, those who enroll in school will have the opportunity to complete it. Detailed personnel planning is necessary to realize the first goal. The second task will be carried out in the elementary school with the modernization of teaching and more effective methods. It can be implemented in the secondary and higher schools if more attention is devoted to vocational informing and guidance, if we make sure that only capable pupils are enrolled in the different schools, if gifted pupils are aided with scholarships, if closer contact is made between the elementary and secondary school and the secondary and advanced school, and if syllabi are so prepared that the pupils are not overburdened. Finally, but also an important prerequisite, is that the process of education be adapted to national needs.

228. Školovanje stručnih kadrova za fizičku kulturu (The Education of Professional Staff for Physical Culture), *Jugoslovenski pregled*, Beograd, 1968, No. 3, pp. 135—136.

This article presents a review of the methods for educating personnel for physical culture and the institutions in which they are educated. The following data are given: the network of corresponding schools (secondary, higher, and advanced); the number of pupils and students, and the fluctuations in this number for the period 1964/65-1966/67, by types of schools; completion of schools and the their staff conditions; the financial condition of schools and teaching on the graduate level; and, finally, organizational staff centers for physical culture.

1. Preschool Education

229. MAKSIMOVIĆ, Jagoda: Splitsko "čudo" (Perschool Institutions in Split), *Porodica i dijete*, Sarajevo, June-July 1968, No. 6—7, pp 8—11.

The Commission for Perschool Education of the Council for Child Training and Welfare of Bosnia and Hercegovina organized a visit in the first half of May to preschool institutions in Split. The purpose of this trip was to have a group of nursery school teachers from Sarajevo, Mostar, Ugljevik, Zenica, and Tuzla made familiar with the work and problems of preschool institutions in Split. In speaking of his impressions, the author presents some interesting data. For example, from 1954 (when Split had only four nursery schools) until March 1968 47 nursery schools were built, adapted, and remodeled. They now encompass more than 2000 preschool children. The network of these nursery schools is managed by the "Tatjana Marinić" Center for Preschool Education — which has a staff of 135 employees (of which 73 are professional nursery school teachers). Only one nursery school has organized an all-day

stay for children, in all the others children spend from 6 do 14 hours. Two nursery schools are specially equipped for the half-day stay of children who are mentally retarded.

2. Elementary Education

230. J. T. M.: Majhne so te stvari (On the Five-Day School Week), *Prosvetni delavec,* Ljubljana, 1968, No. 6, p. 3.

The author of this article is not in favor of Saturdays off from school, stating that this would be more harmful than helpful for the majority of pupils. It is his opinion that the supporters of free Saturdays are for the most part oriented toward the city children of employed parents who will be able to spend the free day with their parents. However, the fact is overlooked that numerous villlage pupils frequently have to go a long way by foot and arrive home late in the evening. Many dangers threaten these children, especially after sundown and in the wintertime. The financial aspect also speaks against free Saturdays. Schools do not have enough resources for present needs, which are limited to classrooms, physical education accommodations, teaching aids, and school equipment, and much less for a greater number of classrooms, sports accommodations, playgrounds, new furniture, and all the rest demanded by expanded activities: kitchen, cook, kitchen help, lunchroom. This manner of work vill not even offer better conditions for the teachers, especially for those who travel to school. But free Saturdays will be most harmful for the village children and those of labor families as their luckier peers from city families will spend Saturdays on pleasant week-end trips with their parents, while the village children will be bored and the children of workers will seek diversion on the streets — a bad influence on their training.

231. JEROTIĆ, T.: Moja škola — velika košnica (The Activities of the "Janko Veselinović" Elementary School), *Prosvetni pregled,* Beograd, 1968, No. 26, p. 4.

In describing the "Janko Veselinović" Elementary School in Šabac the author of this article states that with its numerous extracurricular "plants" it resembles an enterprise with various departments. He points out that the school has favorable working conditions and results have not lagged behind. In terms of teaching the school has achieved exceptional results. Much attention has been devoted to teaching with visual aids. The author states that the initiative of pupils and teachers has reached an extremely high level in various extracurricular activities and pupil coop plants. There is a mathematics section, a language section (for French and Russian), a fine arts section, and a music ensemble. The pupil coops consist of

ten plants, among which there is a printing and bookbinding plant, a movie, a cinematography club, and a photo laboratory. The work of the Pioneer organization is well-developed, including cooperation with the Pioneer organizations of other schools. The school, on its own initiative, developed cooperation with all schools in the country carrying the name of this Yugoslav author — Janko Veselinović.

232. MEDVED, Marija: Ali so šole s prosto soboto res mučilnice (The Experience of a School Which Introduced the Five-Day Work Week), *Prosvetni delavec,* Ljubljana, 1968, No. 8, p. 3.

In this article the author presents the experiences of a school which made the changeover to the five-day work week in the second semester of this school year. Earlier, during the break between semesters, the school made the necessary preparations for the changeover. First, questionnaires were filled out by the pupils, and their answers showed that only a small number of pupils would be without the supervision of elders on Saturday. Then a parents meeting was held at which time they were asked their opinion on the new school week. As there was no opposition from the parents, the school made preparations for the five-day week during the winter vacation. The school year was somewhat extended at the cost of the summer and winter vacations. Classes start on 1 September and finish on 30 June. The winter vacation lasts from 28 January to 3 February. The number of daily lessons is less as the school year should amount to 42 instead of 35 weeks. All sports days are planned for Saturdays. Ten day lesson plans are made, two for each five-day period; there are two lesson schedules as for some subjects the same number of lessons cannot be taken for each week. This manner of work is less burdening for the pupils and teachers. In changing over to the five-day week there were certain difficulties, but now they have been, for the most part, overcome.

233. OBERLINTNER, Roman: Analiza učnih in vzgojnih rezultatov osnovnih šol s podaljšanim bivanjem (Analysis of Educational Results in All-Day Elementary Schools), *Prosvetni delavec,* Ljubljana, 1968, No. 5, p. 2, 3; and No. 6, pp. 2 and 3.

All-day schools in Slovenia are an increasingly important factor in the better educational results of elementary school pupils. In addition to their better organized work, their three-year experience contributes to the inclusion of an ever higher number of pupils. In the 1964/65 school year all-day stays were organized by 40 schools with 108 classes and 2008 pupils, i.e., 0.3% of all elementary school pupils in the Socialist Republic of Slovenia. This year, all-day schools encompass 5700 pupils, or 2.2% of all pupils. The need for all-day schools is ever-increasing as of all our republics Slovenia has the highest number of employed women — so that all-day schools should be organized for 50,000 pupils. The lack of necessary

school space and material resources are the greatest hindrance to its expansion. The Educational Institute in Ljubljana has been following the educational results of pupils in all-day schools for three years. Educational results clearly show that all-day stays very positively influence the better achievement of pupils. This article offers a detailed analysis of the achievement of all-day school pupils — by school years and by cities or municipalities — comparing these statistical data with that on the achievement of pupils not attending all-day schools.

234. Poljoprivredni odgoj i obrazovanje (Agricultural Training and Education), *Prosvjetni vjesnik*, Zagreb, 1968, No. 4—5, pp. 35—40.

The provisions of The Law on Elementary Schools in the Socialist Republic of Croatia envisages the introduction of content from the area of agriculture into the elementary school. However, it has been established that this type of educational work in the schools has not been sufficiently developed, not even in schools located in agricultural regions. As there is a proposal in this connection for the introduction of agricultural curricula in the elementary school, the Institute for the Advancement of Elementary Education in the Socialist Republic of Croatia prepared an Instruction for Implementing Agricultural Training and Education in the Elementary School for the purpose of assisting those schools which desire to prepare syllabi with agricultural education content for pupils. The Instruction contains the goals of agricultural training and education in the elementary school and the schedule for subject-matter for each grade.

235. SEČUJSKI, Radivoj: Problemi osipanja učenika osovnih škola u AP Vojvodini (The Problem of Elementary School Pupil Drop-Outs in the Autonomous Province of Vojvodina), *Pedagoška stvarnost*, Novi Sad, 1968, No. 4, pp. 220—226.

The author points out the fact that in spite of relatively good conditions for elementary education in Vojvodina, i.e., almost complete inclusion of all children of school age in the school system, the completely developed network of schools, a relatively good material base, and good teaching staff, elementary school drop-outs in Vojvodina are high — about 30% of an entire generation does not complete elementary school. For this reason the Provincial Secretariat for Education followed 16.5% of the generation of pupils enrolled in the first grade in the 1958/59 school year, and according to these data 31.4% of the pupils did not complete elementary school. In attempting to uncover the causes for this, the author points out the problem of schooling children in small communities where the schools are poorly equipped and where subject teaching represents a great problem. One of the basic causes for pupil drop-outs is poor achievement and repeating. The basic cause

for unsatisfactory achievement is, according to the author, in the teaching process itself and its weakpoints, in the pedagogical-psychological and didactical-methodological preparation of the teaching staff, internal relations in the school, and the relationship of the school and the social environment. Other factors are the fluctuation of pupils, economic development and stagnation in employment at the beginning of the economic reform, school costs, and other social problems. The author goes on to propose a number of measures which should be taken to make elementary education more rational and effective, thus decreasing low achievement and pupil drop-outs.

236. SMAILAGIĆ, Narudin: Kako su zavoljeli svoju školu (An All-Day Class), *Porodica i dijete*, Sarajevo, June-July 1968, No. 6—7, pp. 12—13.

This article describes an all-day class for children formed at the "Ranko Šipka" Elementary School in Banja Luka. This class, for the most part, is attended by children from worker families. The class was formed after long consultations by the teachers' council with parents, with the Center for Social Work, and with several other social organizations. The class has 24 sixth to eighth grade pupils who are in school from 6 : 00 a.m. to 6 : 30 p.m. The pupils receive one full meal in school. Leisure time is passed according to a definitely established schedule. In addition to the regular curriculum, the pupils have two lessons each in the Serbo-Croatian language and mathematics, three lessons each of physical training and workshop production, two to three hours of recreation, two hours of leisure activities, one hour of work brigade participation on the school grounds, and one hour of moral training. These extracurricular activities are implemented by a group of ten teachers, and the class work is the responsibility of the grade advisor. The results obtained until now have been very satisfactory.

237. TRČEK, Jože: Petodnevni delovni teden na osnovnih šolah v Kranju (The Five-Day School Week in Elementary Schools in Kranj), *Prosvetni delavec*, Ljubljana, 1968, No. 15, pp. 1, 4—5.

This article treats the experience gained in the experimental introduction of the five-day school week in four elementary schools in Kranj in the second semester of the 1967/68 school year. Prior to carrying out the experiment, a special school calendar was worked out (shortened winter vacation and May 1 holiday, extension of the school year to the end of June, and having one Saturady in each month used as a sports day) as well as new ten-day schedules. The basis of the experiment was the need to have the school week coincide with the work week in working organizations. Parents and teachers were consulted before introducing the five-day week. The majority

of them did not have a specific standpoint on this matter. There were many pros and cons on the five-day work week. The experiment showed that this manner of work in the school did not negatively influence pupil achievement. At the same time, the experiment raised several problems which are still waiting to be resolved. Now the problem of insufficient school capacity is being more seriously raised; it is the opinion of some teachers that pupils with poor achievement have even more deteriorated; due to the changed time intervals, work methods for some subjects have had to be modified. And finally, there is the problem of preparing ten-day schedules. These are only some of the problems which have arisen in connection with the five-day school week.

238. Za unapređenje odgojnog rada u osnovnim školama (For the Advancement of Training in the Elementary School), *Školske novine,* Zagreb, 1968, No. 11, p. 3.

The Republican Board of Educators and Psychologists of the Socialist Republic of Croatia in April of this year deliberated the problems of the advancement and intensification of training in elementary schools. In the course of its work, the Board concluded that training, as well as its results, do not correspond to the needs and demands of the school and the society. It was established that the major causes for low training results in elementary schools are the passiveness of the pupils and domination of lecture teaching, as well as the insufficient elaboration of training tasks for individual teaching subjects. It is proposed that the responsible parties in the schools (teachers' council, school principal, and school pedagog) proceed with analyses of training activities and that they make all endeavors to realize its intensification and advancement, The Educational Advisory Service should offer them all-out assistance in this endeavor.

3. Secondary Education

239. JOVIČIĆ, Ratko: Da li su ublaženi reformni zahvati u srednjem obrazovanju (Are the Reform Measures Milder in Secondary Education), *Prosvetni pregled,* Beograd, 1968, No. 27, p. 5.

Among other things the author of this article especially reviews the treatment of the long-term developmental process of the system. It was established that the hitherto reform measures have been only minimally directed toward secondary education, and that the greatest need for the reform is felt in this part of the system. For this reason the author thinks it strange that in the Themes there is obvious insistence on a long-term period of development and improvement of the proposed system, and that it is unnecessary to emphasize that the proposed system of education be primarily built on the

already existing educational institutions. The possibility is pointed out that the proposed system be developed and improved in a much shorter period of time considering that this system has already begun to eliminate some of its earlier weakpoints (dualism, the "transitional" character of secondary schools, etc.). In speaking of the resolutions for components of the system which must be further developed, it was established that they were very good and make the proposed system more elastic and acceptable. At the end, among other things, the author points out the need for more emphasis in the next period on supplementary adult education, primarily because the qualification structure of the employed is not satisfactory.

a) Gymnasium

240. ČORDAŠIĆ, Milan: Škola budućnosti (The School of the Future), *Prosvetni pregled,* Beograd, No. 71, 1968, p. 7.

The Mathematics Gymnasium in Belgrade was founded in 1966. Mathematics instruction in this school is supervised by the School of Mathematics of the Natural Sciences-Mathematics Faculty, whose professors create new content for this instruction so that the pupils can rapidly acquire knowledge in the various fields of mathematics and those fields of science and technology in which mathematics is applied. In addition to intensive mathematics and physics study, attention is also devoted to other areas of education. Mathematics is represented by 12 lessons weekly, physics — 4 lessons, chemistry — 3 lessons, and the lesson fund for the other subjects is, for the most part, the same as in the other gymnasiums in Yugoslavia. After only the first year of work the new gymnasium achieved excellent results. This was the only secondary school in Belgrade where, at the end of the school year, there was not even one unsatisfactory mark. The achievement of the pupils of this school can be seen in the results which they attained at contests for young mathematicians and physicists.

241. VUČKOVIĆ, Vuko: Valjevska gimnazija — dobitnik septembarske nagrade (The Valjevo Gymnasium — Recipient of the September Award), *Prosvetni pregled,* Beograd, 1968, No. 27, p. 1.

The author presents the very convincing results of the Valjevo Gymnasium, which was among four local institutions receiving the September Award for this city. The author states that this recognition, which was given by the Assembly of the Municipality, was extremely well-deserved in light of the tradition and results achieved by the Valjevo Gymnasium in recent years. Last year, the entire senior generation took first place on knowledge tests covering several teaching subjects where 30 gymnasiums from the Socialist Republic of Serbia competed. This school year the gymnasium achieved especially high

education results. In June 72.6% of the pupils were promoted, and following make-up exams 96% of the pupils went on to the next grade. Of 133 candidates, 132 were graduated, of which 48 were excellent and 43 were very good pupils. The seniors of this school received one Vuk Award and five special diplomas.

b) Vocational Schools

242. BLAGOJEVIĆ, Drago: Razvoj metalskog školskog centra — Zagreb (The Development of the Metal School Center — Zagreb), *Obrazovanje i rad*, Zagreb, 1968, No. 1, pp. 80—84.

The Metal School Center grew out of two industrial schools which incorporated and created a very firm educational institution. The center has the following tasks: 1. the schooling of trained metal workers from the ranks of adolescents; 2. the schooling of skilled technical draftsmen for industry from the ranks of adolescents; 3. the schooling of skilled metal workers from the ranks of adolescents; 4. the schooling of machine technicians; 5. the schooling of highly skilled metal workers. The customary activities of the Center are carried out in the framework of higher schools and other working units. This school year five schools are operating in the composition of the Center: 1. metal manufacturing school with practical training; 2. school for technical draftsmen; 3. secondary school for metalworking; 4. technical school for machine trades; 5. school for highly skilled workers. A total of 1603 pupils and beginners, distributed among 53 classes, are enrolled in all five schools.

243. ĐORĐEVIĆ, Aleksandar: Zajednice obrazovanja pred zadatkom reorganizacije škola za obrazovanje kv. radnika (Educational Communities and the Task of Reorganization of Schools for Skilled Workers), *Obrazovanje i rad*, Zagreb, 1968, No. 2, pp. 70—75.

The present structure of employed skilled workers in Croatia does not adequately correspond to either the current needs of production or to the social goals outlined in the intermediate-term plan. A major reason for this is undoubtedly in the hitherto system of educating personnel for labor occupations. The educational communities should play an important role in the direct affairs of reorganizing and planning the network and structure of schools. They should first plan in detail the personnel needs of economic and social organizations. Priority should be given to those branches which will, in the future, demand greater employment. In beginning with the production factor in planning, it is proposed that the demographic evaluations of increase in 16—19 year old generations in the period to 1960 be taken parallelly into consideration. The location of schools should also be established in light of the possibility of realizing the necessary connections

with economic and social organizations. In addition to the work of the educational communities in this task, the participation of others is belived necessary: economic and social organizations, chambers of commerce, employment bureaus, and all other factors responsible for the employment of professional personnel.

244. JERKOV, Milan: Profil ekonomskog tehničara i nastavni plan za ekonomske škole (The Profile of Economic Technicians and the Curriculum for Schools of Economics), *Problemi stručnog obrazovanja,* Beograd, 1968, No. 1—2, pp. 83—90.

The author speaks of the need for revision of present curricula and syllabi in secondary schools of economics, and of the need for changes in the professional profile of staff in these schools in order to meet the demands of modern economy. In presenting the hitherto system of education of economics cadres, data are given on the number of schools and pupils in the individual republics, in which republics specialized cadres are trained, general profile cadres, and an exhaustive analysis is made of opinions of enterprises on the cadres being given by secondary schools of economics.

245. MARKOVIĆ, Miroslav: Petodnevna radna sedmica u tehničkoj školi "Đuro Salaj" u Zenici (The Five-Day School Week in the "Đuro Salai" Technical School in Zenica), *Komuna,* Beograd, May 1968, Vol XV, No. 5, pp. 34—35.

Beginning with the standpoint that the five-day school week should also be considered from the aspect of employed parents who have a five-day work week while their children spend six days in school, thus enabling the parents to have complete physical recreation and to rationally use their free days, the author of this article treats the possibility of introducing a five-day teaching week in the "Djuro Salaj" Technical School. After carefully analyzing the fundamental conditions which a school must have in order to realize the prescribed syllabus and curriculum (which remain the same under the newly introduced work week), the author compared the six-day week with the proposed five-day week and concluded the following: 1. the number of required lessons (for the half-year and entire year) as well as the number of days (1470) required for mastering the curriculum and program remain the same; 2. the daily work load in the last three weeks of the month is decreased from 42 to 35 lessons; 3. the free time (weekly) of the pupil is increased from 35 to 63 days annually. As there are three weeks with five work days and one week with six work days in the proposed five-day teaching structure, it is necesssary to make two schedules (one for the five-day week and one for the six-day week), being careful to have the subjects — if possible — represented in both schedules on the same days and, eventually, during the same lesson periods.

246. MILAT, Josip: Putevi osposobljavanja u građevinskom školskom centru — Split (Training in the Construction School Center in Split), *Obrazovanje i rad,* Zagreb, 1968, No. 1, pp. 77—80.

The Center has three relatively independent educational units: A General Secondary School of two-year duration, the vertically connected School for Construction Workers (one-year duration) and the Construction Technical School to which the pupils go on from the General Secondary School — and which is also of two-year duration. In addition to adolescents in the Center, cadres from direct production are also trained on-the--job. The General Secondary School represents the preparation phase for training future cadres for construction and it encompasses the entire population of pupils in the first two years of schooling. After successful completion of the General Secondary School the pupils, in accordance with their abilities and interests, the needs of construction operations, and achievement, can go into the final phase of training — the Construction Technical School or the School for Construction Workers. In the completion phase the pupils receive specialized vocational training after which they can effectively work in the production process. Masonry, carpentry, reinforcing, concrete--laying, painters, operators of construction machines, and construction technicians are profiles which can be selected by the pupils and trained for in the final phase. The syllabus structure of the General Secondary School is such that it ensures the necessary educational categories for all profiles in the completion phase. Of the total of 38 lessons weekly about 1/3 are in the humanistic area, 1/3 in the nature-science area, and 1/3 in the production-technical area. This represents a new quality in the training of vocational cadres on the secondary level of education.

247. NIKOLIĆ, Živojin: Učenička radionica u fabrici (A Pupil Workshop in the Factory), *Pedagoška stvarnost,* Novi Sad, 1968, No. 5, pp. 288—291.

In the "Novkabel" factory skilled and highly skilled workers train pupils according to a syllabus which is in accordance with the theoretical teaching of the Cable Schooll for Apprentices. The initial part of the syllabus includes learning on measurement, making pupils familiar with tools, filing, drilling, etc. The syllabus is guided toward the gradual training and introducing of pupils to the job. The first syllabi of this type in the factory are constantly being improved and applied with better results. The factory workers selected to do the training completed a seminar on pupil training methods and transfer of skills. Professional lessons are being planned for them from time to time in the fields of methodology of training, personality and labor psychology, education, etc., so that their work with the pupils would be as effective as possible — although the pupils obtain knowledge in certain subjects in

the vocational Cable School. Positive results in the factory have also been achieved from the aspect of instructor-parent relations when the mutual following-up of the pupil is concerned. This leads to the more rapid and more effective resolution of problems which may arise in actual practice, in adapting, or in the personal life of the pupil. This is, for the most part, achieved through personal talks between the instructors and the parents of the pupils.

248. PAVLOVIĆ, Miodrag: Sprovođenje Zakona o srednjem obrazovanju — osnova programa rada Zavoda za stručno obrazovanje SR Srbije u 1968. godini (Implementation of the Law on Secondary Education — Basis of the Work Program of the Institute for Vocational Education of the Socialist Republic of Serbia in 1968), *Problemi stručnog obrazovanja*, Beograd, 1968, No. 1—2, pp. 12—18.

The basic program orientation of the Institute for Vocational Education in 1968 is conditioned by the implementation of the Law on Secondary Education — which defines numerous tasks, some of which have specific deadlines. In the planned tasks work will be done on the elaboration of mutual bases of education for all types of secondary schools, new syllabi and curricula must be made for several types of secondary schools, about 50 examination programs will be made for the most massive labor occupations, and a Regulation will be proposed for taking final exams in secondary schools, as well as several other acts. The Institute for Vocational Education is also working on the tasks of the Council of the Assembly of Serbia, the Boar for Educational-Cultural Affairs of the Republican Council of the Assembly, and the Republican Secretariat for Education and Culture. In carrying out the tasks within its sphere, the Institute will work on the further training of vocational school teachers, expand publishing activities, carry out affairs of the Educational Advisory Service, and cooperate with all related institutions.

249. Završni ispiti u ekonomskim školama Hrvatske (The Final Examination in Schools of Economics in Croatia), *Obrazovanje i rad*, Zagreb, 1968, No. 2, pp. 61—70.

The manner of taking the final examination in schools of economics in Croatia was established in the 1966/67 school year on the basis of The Regulation on Final Examinations, which at that time was adopted by the Community of Croatian Schools of Economics. The examination consists of: a written assignment in the native language subject taught in the school. This should show the degree of literatcy and the language culture of the pupil. The mathematics examination, which is written, contains subject-matter which every economics school pupil should know. On the oral part of the examination, covering professional fundamentals, the candidate is expected to show that he has mastered basic concepts on the content,

organization, and tasks of economic enterprises, the principles of commerce, economic law, as well as the fundamental principles and development of our economic system. The schools of economics have made great efforts to find the best testing methods for the final examination. However, the schools should offer additional assistance in making the form of the examination still better.

4. Higher Education

250. ČAKOVIĆ, Svetozar: Neke značajnije pretpostavke racionalizacije visokoškolske nastave (Some Significant Aspects of the Rationalization of Advanced Education Teaching), *Univerzitet danas,* Beograd, 1968, No. 5, pp. 20—28.

In the endeavor to point out aspects of rationalization of advanced education teaching at the University of Belgrade, the author deliberates various favorable or unfavorable factors. He presents the level of achievement, the problem of student drop-outs, and with the aid of numerous data shows the average length of schooling of graduated students. The consistent and rapid rationalization of the advanced school network is hindered by the unsatisfactory pedagogical education of faculty teachers, a lack of methodologists for certain teaching areas, inadequate syllabi and curricula, insufficient coordination between related institutions within the country, poor utilization of already accumulated experiences, etc. In order to implement rationalization, it is necessary to resolve the problem of selection of students for the university, a different method is needed for selection of candidates at entrance exams, to follow — in an organized way — the achievement and development of students in the course of schooling, to unite scientific research work and associate it with the faculties, maintain contact with graduated students and in the best possible manner prepare for scientific research work, etc.

251. *Informator za izbor studija i upis u visokoškolske ustanove* (Bulletin on Study Selection and Enrollment at Advanced Education Institutions), University of Sarajevo, 1968, No. 112.

The purpose of this brochure is to offer all necessary information to young people on enrollment in the 18 advanced education institutions of the University of Sarajevo, and thus aid them in vocational choice. The introduction treats the significance of vocational selection, and then the University of Sarajevo as the community of 18 advanced education institutions. These advanced education institutions in the composition of the University (17 faculties and the Advanced School for Physical Culture) are cited, as well as the other institutions

which are a part of the general scope of the University (various institutes). This brochure further deals with management at the University and its affairs (University Assembly, University Council, President, and Secretariat of the University).

252. MILANOVIĆ, Milorad: Diferenciranje nastave na visokoškolskim ustanovama u SR Srbiji (Differentiation of Curricula at Advanced Education Institutions in the Socialist Republic of Serbia), *Univerzitet danas*, Beograd, 1968, No. 5, pp. 81—103.

The new statutes of advanced education institutions (faculties, art academies, advanced and higher schools) were approved by the Assembly of the Socialist Republic of Serbia after a year's consideration at different levels (commissions, the councils and boards of institutions, university councils, provincial and republican administration organs, a special Assembly Commission for Consideration of the Statutes of Advanced Education Institutions and its expert groups, and the Educational-Cultural and Republican Councils of the Assembly). Among other things, the statutes establish the new organization or structure of teaching and curricula for advanced education institutions. The fundamental characteristic of the new syllabus structure is the one or two semester extension of the earlier four-year study at technical faculties, and the changeover from the multi-degree system of teaching to a uniform teaching cyclus for the education of cadres with advanced educational background at most faculties. Another significant characteristic of the new teaching structure is the orientation toward more general profiles and cutting down the organization of teaching to a lesser number of feaching departments, groups, and courses.

253. Nacrt rezolucije VIII Konferencije SSJ o intenzifikaciji studija (The Draft of the Resolution of the VIII Conference of the Yugoslav Students Alliance on Intensification of Advanced Educational Studies), *Univerzitet danas*, Beograd, 1968, No. 6, pp. 79—82.

This Resolution was made at the VIII Conference of the Yugoslav Students Alliance, held in Skoplje on 10 and 11 May 1968. Among other things, it is stated in the Resolution that it is necessary to approach a definition of the role and functions of the advanced education system and coordinate it with the needs and opportunities of social development, and emphasize those resolutions which will enable the realization of these functions. The need was also stressed to more resolutely proceed with the rationalization of the advanced education school network in the republics and on the federal level, and that the republics, through their norm-making acts, prescribe the compulsory verification of all higher and advanced schools and academies — at which the time the university must have a decisive role. For the purpose of the rationalization and better quality of advanced educational curriculum and scientific work, the need was pointed out to integrate related depart-

ments within the advanced school center. For the purpose of intensifying studies it is necessary to develop trends of modern teaching (individualization of teaching), so that every student, in accordance with his possibilities and abilities, is provided with maximal professional training. The conference furthermore was in favor of realizing the principle of a uniform scientific process and scientific work, without which high quality and intensive studies cannot be achieved.

254. O radu Saveza udruženja univerzitetskih nastavnika i drugih naučnih radnika Jugoslavie (On the Work of the Federation of Associations of University Teachers and other Scientific Workers in Yugoslavia), *Univerzitet danas,* Beograd, 1968, No. 6, pp. 37—42.

This Federation is composed of five republican organizations. The associations operate in all the republics except Monte Negro. The Federation has a total of 7352 members. This report gives a review of the activities of the Federation in the last two years. The Federation and republican associations considered the problem of a more rational and modern structure and the network of advanced educational institutions; they participated in the deliberation of various projects for the new manner of financing advanced education institutions and autonomous cientific research institutions, and certain associations were very much engaged in the discussion on the organization of scientific research work and especially in the consideration of the role of the university in the organization of scientific research work. The problem of the material position of advanced education teachers, and that of other scientific workers, was also given a great deal of attention by the Federation and the associations. The fundamental problems and tasks of the Federation are cited at the end of this report.

255. Organi upravljanja Univerziteta (University Management Organs), *Glasnik Univerziteta u Beogradu,* Beograd, 30 April 1968, No. 35. pp. 911—914.

This article publishes the names of the members of the new management organs elected for the period 1967/68—1968/69. These organs are: I — the University Council; II — President and Deans; III — Commission of the University Council. The University Council of the University of Belgrade has a total of 50 members: 10 members appointed by the Republican Executive Council; 24 members are representatives of faculties and advanced schools; 8 are student representatives; 1 president and 2 deans; 3 representatives of economic and social organizations; 1 elected board member of the City Assembly; and 1 representative of the employees of the Secretariat of the University. The commissions of the University Council are: I — Commission for the Statute and Statutary Affairs; II — Personnel Commission; III — Teaching Commission; IV — Commission for Scientific Work; V — Commission for Student

Affairs; VI — Commission for Financial and Material Affairs; VII — Commission for Investments; VIII — Commission for International Relations; and IX — Commission for Work with Foreign Students.

256. Osvrt o radu XII međunarodnog seminara "Univerzitet danas" — 20—30 July 1967 in Dubrovnik (Review of the Work of the XII International Seminar "The Univerity Today" — 20—30 July 1967 in Dubrovnik), *Univerzitet danas*, Beograd, March-April 1968, No. 3—4, pp. 125—140.

The two basic themes of this Seminar were: A — The University and the Economy, and B — The Teaching Staff and Current Tasks of the University. In the framework of these basic themes numerous problems were considered. Under theme A: 1. The position of scientific research work at the universities in the development of the national economy; 2. University-educated cadres and the economy; 3. Cooperation between the university and the economy; 4. The financial position of students and the economy; 5. Inter-dependence of the increase in national revenue and the development of universities. Under theme B: 1. Financial problems; 2. The Profile of the modern teacher (as educator, scientist, socio-political worker, etc.); 3. The position of the teacher at the faculty; 4. The position of the teacher in the society. Forty-two reports were given on the first theme, and twenty-one on the second. One hundred and ninety-seven university professors and representatives of university organizations from thirty-eight countries participated in the work of the seminar. Proposals were adopted on both themes (prepared by commissions formed especially for this purpose), as well as for the themes of the XIII Seminar — which will also be held in Dubrovnik from 1—10 September 1968.

257. Pravila o dodeljivanju stipendija studentima fakulteta Univerziteta u Beogradu (The Rules Allotting Scholarships to Faculty Students at the University of Belgrade), *Glasnik Univerziteta u Beogradu*, Beograd, 30 April 1968, No. 35, pp. 915—918.

On the basis of Article 41 of the Law on Advanced Education, and in accordance with the provisions of the Law on Scholarships and Credit for Students and Pupils, at a meeting of the University Council held on 3 April 1968 the changes and supplements to the Rules on Allotting Scholarships to Students was made. This article publishes the revised text of these Rules, which include: 1 — Basic Provisions (with 7 articles); 2 — Conditions for Allotting Scholarships (6 articles); 3 — The Rights and Obligations of the Faculties and Scholarship Recipients (6 articles); and 4 — Concluding Provisions.

258. S.R.: LXI sjednica Predsjedništva Zajednice jugoslovenskih univerzitela (LXI Meeting of the Chairmanship of the Community of

Yugoslav Universities), *Bilten Univerziteta u Sarajevu*, Sarajevo, April 1968, No. 27, pp. 149—150.

The following questions, among others, were on the agenda of this meeting, held on 15 March 1968 at the University of Sarajevo: 1. Work of the commissions of the ZJU (Community of Yugoslav Universities); 2. Preparations for the X Assebly of the ZJU. It was established at the meeting that preparations are in the completion phase, and was therefore concluded that: I. the X Assembly of the ZJU be held from 20—22 September 1968 in Zadar, and II. the agenda of the assembly include the following problems: 1. Planning of cadres and rationalization of the network of universities, and 2. University enrollment.

5. Adult Education

259. HRESTAK, Siniša: Narodno sveučilište u Crikvenici — jedan od glavnih nosilaca aktivnosti na području obrazovanja odraslih (The National Evening School in Crikvenica — One of the Major Activity Centers in the Education of Adults), *Obrazovanje odraslih*, Zagreb, 1968, No. 5—6, pp. 60—62.

Beginning with the statements made on the condition and problems of general and vocational adult education in the Crikvenica municipality, and wishing to take effective measures to resolve these problems, the Municipal Assembly prepared a Proposal following consultations with the Community for Education and the Council for Culture initiated by the National Evening School. In the Proposal to working organizations it is stated, among other things, that complete support and cooperation should be offered to the National Evening School and to other institutions carrying out adult education when establishing the educational structure of employed workers, so that better insight could be gained into the policy of additional schooling for the employed; the Proposal to the National Evening School states that measures should be taken for the constant investigation and study of the structure of employed persons without complete elementary education, that all persons in attendance for additional schooling be provided with the necessary textbooks, to introduce as may examination sessions as possible, thus making it easier to pass; in the Proposal to the Educational Community it is stated that the National Evening School in Crikvenica be provided with adequate resources and working conditions.

260. JELIĆ, Dinko: Izveštaj o poslovanju Društva andragoga SR Hrvatske između I and II godišnje skupštine (7. VII 1966 — 5. IV 1968) (Report on the Affairs of the Society of Adult Education Teachers in the Socialist Republic of Croatia between the First and Second Annual Assebmlies — 7 July 1966 — 5 April 1968), *Obrazovanje odraslih*, Zagreb, 1968, No. 5—6, pp. 46—47.

The Society of Adult Education Teachers in the Socialist Republic of Croatia was founded on 7 July in Poreč. Since then, it has been operating as a special professional association. The basic function of the Society in the past period has been in the organizational establishment of the Society, primarily in initiating and organizing branches in larger locations within the Republic. The report states that in this period five branches and seven initiative groups have been founded. The report further treats the cooperation of the Society with the Association of National and Workers' Evening Schools in the Socialist Republic of Croatia and the Yugoslav Society of Adult Education Teachers. The other activities of the Society in this period were also stated.

261. JOVIČIĆ, Ratko: I kongres andragoga Jugoslavije (The First Congress of Yugoslav Adult Education Teachers), *Obrazovanje odraslih*, Zagreb, 1968, No. 5—6, pp. 54—56.

The First Congress of Yugoslav Adult Education Teachers was held in Belgrade from 27 to 29 May 1968, and 220 delegates from republican adult education teacher associations and 60 representatives from various organizations and institutions were in attendance. This article describes the work of the Congress. The first day was devoted to the plenary session. Four reports were submitted. The first report on the social function of adult education and the tasks of the Union of Adult Education Teacher Associations of Yugoslavia was given by the president of the Yugoslav Adult Education Teacher Association — Dr. Borivoj Samolovčev. A report on the methodological problems of the further development of adult education was given by Dr. Ilija Mrmak — President of the Adult Education Teacher Association of Serbia. Vlado Velčić, member of the management board of the Croatian Association of Adult Education Teachers, reported on the cadres engaged in the field of adult education, and Žarko Popov, President of the Provincial Board of the Association of Adult Education Teachers of Serbia, prepared a report on the coordination of work by institutions and organizations for adult education. A symposium was held on the second day of the Congress. Two commissions were active: a commission for general affairs and a commission for adult education methods. About 50 professional and scientific communiques were prepared for the Congress, the titles of which are cited in this report. At the end of the symposium the work of the groups to be organized in the following period was discussed. The Assembly of the Association of Yugoslav Adult Education Teachers was held on the third day. This organization was transformed into the Union of Adult Education Teacher Associations.

262. KOVAČIĆ, Aleksandar: Ekskurzije i studijska putovanja kao oblici rada narodnih i radničkih sveučilišta (Excursions and Study Trips as Forms of Activities of National and Workers' Evening Schools), *Obrazovanje odraslih*, Zagreb, 1968, No. 5—6, pp. 21—24.

This article treats the possibility of excursions being used as a special organizational form of work on the education of specific groups of participants (either a selected group or the participation of all persons who sign up). The author is in favor of study trips by mixed groups investigating a field of science, technology and culture, geography or the social environment, an activity, etc. According to the organization and purpose of didactic excursions and study trips, the author categorizes them into the following groups: brief informative excursions, brief informative-recreational excursions, brief excursions of an educational character, longer excursions of an educational character, short study trips and visits, and longer study trips. He then explains the structure of each of them. The article concludes by dealing with the organizers of these trips and excursions. The article is supplemented by suitable literature.

263. MARJANOVIĆ, Ante: Obrazovanje uz rad u SRH (On-the-Job Education in the Socialist Republic of Croatia), *Obrazovanje i rad, Zagreb*, 1968, No. 1, pp. 88—93.

It is the author's opinion that the education of adults employed in Croatia is lagging behind the needs of economic and social development. It has not proportionally developed in all areas of social and economic activities. The article cites the following causes:
— insufficient influence of producers on personnel policy and the formation of resources for education;
— the extensiveness of commerce has not sufficiently highlighted the problem of vocational personnel training;
— the socio-economic relations in the field of education have not sufficiently stimulated educational institutions;
— hitherto positive practice in adult education has not been adequately studied, systematized, and generalized.
However, the author states that the necessary opportunities and conditions exist for the resolution of these problems. As an example, he states the activities of the employment bureaus which are effectively cooperating with enterprises in the organization of courses, seminars for vocational training, and retraining of workers. Then there are the workers' and national evening schools which also develop various forms of training and education, from the popularization of science and technology to vocational education and various cultural and other performances; and also vocational schools which, in recent times, have become more involved in the education of employed persons. The author believes that, on the whole, all

efforts should be oriented toward the development of a system of education in which the education of adults is an integral part and is developed in accordance with the principle of continuous education.

264. MILIVOJČEV, B.: Sticanje stručnog obrazovanja praktičnim radom u radnoj organizaciji (Obtaining Vocational Education through Practical Work in the Enterprise), *Naša stručna škola,* Beograd, No. 4, 1968, p. 5.

Among a number of various possibilities, vocational education can be obtained through practical work in an enterprise. The syllabi for this type of education must satisfy the following demands: 1) they must also be an integral part on the level of the other forms of education in the system of education; 2 they must be an expression of the present and future needs of enterprises, as must be the occupation for which a person is being trained; 3) it is necessary to coordinate their realization wtih the abilities and conditions of the candidates in order to achieve vocational education through practical work; 4) the marking of the achievement of these candidates in learning syllabi material must be in accordance with the requirements which are in effect for the valorization of all other educational syllabi for specific vocational education.

265. Pravila Društava andragoga Socijalističke Republike Hrvatske (Regulation of the Society of Adult Education Teachers in the Socialist Republic of Croatia), *Obrazovanje odraslih,* Zagreb, 1968, No. 5—6, pp. 50—53.

This Regulation was adopted at the Founding Assembly of the Society of Adult Education Teachers in the Socialist Republic of Croatia, held on 7 July 1966. The purpose of the Society, as is stated in Article 1 of the Regulation, is to gather and professionally advance all persons actively working in adult education in the Socialist Republic of Croatia, to improve adult education theory and practice — thus contributing to the development of the Yugoslav socialist collective. The Regulation enumerates the tasks of the Society and how they can be realized. The second part treats the members of the Society: membership qualifications, the rights and responsibilities of members. According to this Regulation, the activities of the Society are carried out in the framework of branches, sections, and on the level of the Society as a whole. The branches are a fundamental form of associating the members of the Society and operate on an area of one or more socio-political (political--territorial) communities. The sections are a form of professional work gathering the members of the Society according to their special adult education areas.

VII. CURRICULA AND SYLLABI

266 MARKOVIĆ, Žika: Nastavni plan i program ne sme biti kočnica (The Syllabus and Curriculum Must Not Retard Educational Development), *Prosvetni pregled,* Beograd, 1968, No. 17, p. 5.

As the author of this article emphasizes, in the modern trends toward improving the system of education the syllabus and ccurriculum must undergo changes so that their outdated content does not retard this process. On the other hand, the syllabus and curriculum, as the regulators of teaching practice, must follow this practice and thereby introduce the necessary correctionas. The author further states the negative consequences of the inadequate comprehension of modernizing syllabi and curricula in practice. At the end, the author states that many criticisms made on the problem of bringing educational content up-to-date point out the need to approach the syllabus and curriculum with more responsibility, obligation, and understanding.

267. Primjena dopunskog programa za osnovne škole iz poljoprivrede i turizma (The Application of a Supplementary Syllabus for Agriculture and Tourism for Elementary Schools), *Bilten republičkog zavoda za unapređivanje školstva,* Titograd, 1968, No. 1, pp. 102—105.

The Republican Institute for the Advancement of Education of the Socialist Republic of Montenegro elaborated a basic supplementary syllabus for agriculture and tourism which every elementary school in the Republic will obtain at the beginning of January of this year. In the explanation accompanying the agricultural syllabus, it is emphasized that the supplementary teaching content of this subject covers the entire area of all branches of agricultural production, and thus its broadness exceeds the structure and conditions of any school environment and community collective. It was given in this way so that the individual schools could select that teaching content from the syllabus which best corresponds to the structure and agricultural conditions of their areas. The introduction of tourism in the seventh and eighth grades of elementary school, where this economic branch is of significance, not only has the purpose of expanding the general education of the pupils in these grades but also, according to their affinities, to have them join tourist bureaus as assistant guides (at least for domestic tourists) and, with the knowledge obtained in school, aid the supplementary or professional tourism operations of their parents. In the explanation for this subject, it is stated that this can be effectively taught by geography teachers, especially by those who have, in addition to geography, a solid history background in their profession.

X. POLYTECHNICAL EDUCATION

268. TEŽAK, Dr. Stjepko: Radio, televizija i film — novi kolegij u pedagoškim akademijama (Radio, Television, and the Film — a New Element in Schools of Education), *Pedagoški rad*, Zagreb, 1967, Vol. XXII, No. 1—2, pp. 43—49.

From the beginning of the 1966/67 school year a new series of lectures on radio, television, and the film (abbreviated to RATEF) has been introduced into the syllabus intended for grade teaching students in schools of education. This is done twice a week in the third and fourth semesters. On the basis of the syllabus for RATEF (published in this article) it may be seen that the schools of education approach this from several aspects. Radio should be studied from a technical, historical, artistic, social, and educational viewpoint; television — more from an artistic and social than from a technical and historical aspect; while the syllabus for the film devotes special attention to the following themes: social and artistic complexity of the film, film specifics, the influence of the film on children and adolescents. The author hopes that the effective implementation of this syllabus will significantly contribute to the radiophonic, television, and film education of future teachers, and thus to the higher level of culture for the public as a whole.

XII. PHYSICAL EDUCATION

269. ACKOVIĆ, Tomislav: Interesovanje učenika viših razreda osnovne škole za pojedine grane telesnog vežbanja (The Interest of Higher Grade Elementary School Pupils in Different Branches of Physical Exercise), *Fizička kultura*, Beograd, 1968, No. 1—2, pp. 29—35.

The author speaks of the results of an investigation on the interest of pupils in different branches of physical education in the higher grades of three elementary schools in the Čukarica municipality in Belgrade. An interest in some branch of physical exercise was shown by 97.36% of all pupils. The boys showed highest interest in three areas: soccer, swimming, and basketball. The girls favored basketball, swimming, and handball. The investigation did not give a completely defined answer to the question of how interest in physical education is developed. Here we have two suppositions: the first is that the interest of the pupils in these schools arises entirely by chance; the second — that the syllabus, which emphasizes some branches of physical exercise, awakens interest in the pupils. The second supposition has certain supporting factors in the changing interests from one branch to another — in accordance with which ones are envisaged by the syllabus. It is the opinion of the author that the problem of interest in physical exercise would be investigated over a wider sampling

area and in various parts of the country, syllabi should be therefore coordinated, and this should guide the construction of new installations. In this way the needs of the pupils would be satisfied and thus better results would be achieved. In the methodology of physical culture teaching more attention should be paid to the encouragement and development of interests in those branches which are most favored by pupils and have their physiological and educational-psychological values. The manner of investigating these interests should be improved so that the teachers themselves can apply it and thus become familiar with the interests and needs of their pupils. This would enable them to take the necessary measures. Also, the influence of teachers on formation of pupil interest should be investigated.

XIII. PROBLEMS IN EDUCATION

270. ČENGIĆ, Husnija: Počeli od svoje škole (A Goodwill Operation), *Prosvetni pregled,* Beograd, 1968, No. 26, p. 4.

The author of this article informs us that the teachers of the "Ivan Goran Kovačić" Elementary School in Foča have welcomed the "free textbook" operation and have taken the initiative in presenting the textbook of their children to poor pupils. The operation was then taken over by the pupils. The author points out two of the many significant aspects of this operation: firstly, this will help to keep the same textbooks in permanent use, without which the operation wolud be a failure, and secondly, the training influnce on pupils from the aspect of book care.

271. ČITRIĆ, Dimitrije: Škola i porodično vaspitanje (The School and Home Training), *Prosvetni pregled,* Beograd, 1968, No. 21, p. 5.

The school could bring about the engagement of social forces, and direct and unite their activities in accordance with the goals of education in the following way: 1. Direct cooperation between the school and the enterprises employing the parents of children for whom supplementary training is required; 2. Cooperation between the school and the social work service and psychologists in enterprises for the purpose of positively influencing parents who do not know how to, cannot, or will not train their children; 3. Cooperation between the school and clinics and consultation centers working with alcoholics for the purpose of curing parent-alcoholics; 4. Cooperation between the school and the Red Cross for offering temporary material assistance to socially handicapped families; 5. Cooperation between the school and socio-political organizations employing the parents of children for whom supplementary training is necessary; 6. Cooperation between the school and the organ for disciplinary punishment (felony court) for application of legal

powers. (This measure would be taken only when all the abovementioned forms of cooperation between the school and social factors have been exhausted — for the purpose of offering direct assistance to parents through family training.)

272. DJ., S.: U Beogradu održano savetovanje o utvrđivanju rezultata vaspitnog rada škola (The Belgrade Symposium on Establishing the Results of the Educational Work of the School), *Prosvetni pregled*, Beograd, 1968, No. 17, p. 2.

The Institute for Elementary Education and Teacher Training of the Socialist Republic of Serbia has begun several operations for the improvement of education of the young in the school. In the framework of its overall work on the development of a system of measuring educational results and their connection with the revenue of the school, the Institute is also working on the methodology of investigating the educational results of the school. The Institute organized a symposium on the problems of establishing these results, where there was the participation of representatives of the Institute and of a great number of municipal and inter-municipal educational advisory services in the republic, experts from the Yugoslav Institute for Educational Research, the Republican Institute of the Socialist Republic of Croatia, and the Secretary of the Republican Board of the Union of Workers in Social Activities. Support was given to the efforts of the Institute for elaborating an instrument which would serve as a means for establishing the level of the educational activities of the school and, at the same time, would represent a kind of norm for the basic demands of the educational work of the school. This would enable the teachers to more clearly see the achievements in this aspect expected from the school.

273. DJURIČKOVIĆ, Veselin: Društveni položaj i problemi omladine (The Social Position and Problems of Adolescents), *Nastava i vaspitanje*, Beograd, 1968, No. 3, pp. 373—379.

The third annual meeting of Yugoslav sociologists was held in Split. In addition to sociologists from our country there were also those from several foreign countries as well as representatives of the political and educational public and press. At this meeting, which was devoted to the theme "The Social Position and Problems of Adolescents," the following reports were given: "The Basic Problems of Adolescents — Socialization, Adopting Culture, Training," "Adolescents in the Modern World," "A Theoretical Approach to the Study of Modern Youth," "The Problem of the 'Supernumerary' Generation in the Modern Yugoslav Society," and "Generational Characteristics and Differentiation." The reports and communiques were given in two sections. In the first section the problem was treated of: "The Participation of Adolescents in Social and Political Life," and in the second section: "The Problems of

Socialization, Education, and Mobility of Adolescents." Of special interest were twe communiques (on the basis of empirical investigations and other sources of gathering and elaborating scientific material) which treated problems of the social position and role of adolescents in our self-governing society.

274. ENGLER, Lajoš and BOGDANOV, Borislav: Vrednovanje ličnog i društvenog prilagođavanja učenika (Evaluating the Social and Personal Adaptation of Pupils), *Problemi stručnog obrazovanja*, Beograd, 1968, No. 1—2, pp. 33—43.

The authors criticize the tendency toward increased use of various knowledge tests in the school, that the worth of the school is judged only on the basis of quantitative indicators, and that according to these results demands are even made for awards to teachers. They point out that there are many other factors which influence general achievement, and state that much more attention should be devoted to training. As an illustration of these standpoints the authors take the results of a sociometric measurement in the "25 May" school for skilled workers in Zrenjanin, which was carried out in the course of the 1966/67 school year in 30 classes. Analysis of the sociogram for one class shows how, from the existing inter--pupil relations, conclusions can be drawn on the educational influence on individuals and on achieving better results in teaching and education.

275. GRAHOVAC-PIVAC, Danica: Uloga razrednika i rad s roditeljima (The Role of the Grade Adviser and Work with Parents), *Školski vjesnik*, Split, No. 5—6, 1968, pp. 1—4.

The grade adviser has the function of the pedagogical, organizational, and administrative supervisor of his grade, and represents the basic link between family and school. Individual approaches to pupils should not be made only toward those who are, for one reason or another, outstanding in the grade, but rather the grade adviser should make contact with each pupil individually. This can be done in several ways: a) by observing each pupil during the lesson; b) by the constant study of the conditions of their live, contacts with parents, teachers, and others who are in close relationship with the pupils. The connection between family and school via the grade advisor can be realized in several ways: 1) Individual contacts between parents and the grade adviser: a. visits by parents to the grade adviser in the school; b. a visit by the grade adviser to the parents' home; c. written notes and letters. 2) Group contacts between the grade adviser and parents: a. parent grade meetings; b. parent school meetings; c. lectures and performances organized for the parents.

276. KONČNIK, Drago: Oblike dela pionirske organizacije v šolah (The Activities of the Pioneer Organizations in Schools), *Prosvetni delavec*, Ljubljana, 1968, No. 6, pp. 1 and 5.

Although the educational process in the school is the fundamental factor in the training of young generations, this problem should be the responsibility of the society as a whole. Among other factors, there are various pupil organizations in the schools, of which the broadest sphere of operations is held by the Pioneer organization — which most massively encompasses the pupils. The Institute for Education in Maribor established that on its territory educational achievement in schools is proportional to the activities of the Pioneer organization. In following the work of individual troops in the schools, it was established that their programs greatly differ in quantity and quality, and sometimes they are excessive and thus unrealizable. However, the number of active pupils is 25%, which shows that the organization does not expand but rather relies on the active group and thus overlooks the very important task of development through use of the leisure activities, interests, and abilities of each individual Pioneer. The author states that the work of the Pioneer organization greatly depends upon its leadership. Individual troops with active leadership have had great success in the P. Voranc Reading Contest, in the framework of the Yugoslav Pioneer Games in working on the theme "Who Is Best Familiar with His Environment," and in many other activities.

277. Potrebna je intenzifikacija vzgojnega dela v šolah (The Need for Intensification of Training Work in Schools), *Prosvetni delavec*, Ljubljana, 1968, No. 6, p. 1.

On 19 February 1968 a symposium was held in Belgrade by the members of the republican institutes for the advancement of education and the Yugoslav Institute for Educational Research on the need for intensification of training work in schools. It was established at this symposium that training work in schools is being increasingly neglected and that among adolescents influences are present which have nothing in common with socialist ideology. A poor effect in the training of young people is made by the press, which gives too much publicity to various negative phenomena and writes about them in an unsuitable manner. Training problems have not found an adequate place in the work programs of the republican institutes for the advancement of education, and very little is being done on this by socio-political forums. Even educational theory has not contributed anything significant to this problem. For this reason the members of the symposium discussed the need for joint actions by all institutions and organizations concerned with the training of children and adolescents. A task for the educational institutions would be to organize investigations and

experiments, prepare outline programs and methodological instructions for training work, organize seminars for school principals, educators and psychologists, and teachers in all-day schools. The press should write more about training problems. The organization of training work in schools should be more systematic and rational. High contributions to this can be made by the greater utilization of all-day schools, various forms of leisure activities, and the cooperation of parents and corrospoinding social organizations with the school. The founding of an inter-republican council or commission for training work, which was given all-out support at the symposium, would further aid intensification of training work.

278. Rezime ocena i predloga datih na konsultativnom sastanku prosvetnih savetnika koji se bave vaspitnim pitanjima (A Summary of the Evaluations and Proposals Given at the Consultation Meeting of Educational Advisors), *Problemi stručnog obrazovanja,* Beograd, 1968, No. 1—2, pp. 94—96.

At the inter-republican consultation meeting of educational advisors and other associates of the Yugoslav and republican Institutes for Educational Advancement, held in February 1968 in Belgrade, problems of moral training were deliberated. At this meeting it was established that social and training functions and the effectiveness of the school are weaker, that there is an increased negative influence of factors which are not in the best interests of socialist social training and orientation of adolescents, and negative behavior by some children and adolescents was observed. On the basis of this, a unanimous Decision was made, consisting of ten points, which suggests forms and manners of moral training for children and adolescents.

279. Svestrana i bogata delatnost — Plenum Savjeta za zaštitu i vaspitanje djece BiH (Plenary Meeting of the Council for Child Welfare and Traninig of Bosnia and Hercegovina), *Porodica i dijete,* Sarajevo, January 1968, No. 1, pp. 1—3.

The plenary meeting of the Council for Child Welfare and Training of Bosnia and Hercegovina, held in Sarajevo, deliberated a report on the work of the Council in the past year, and a plan was also adopted for activities in the following period. The plan envisages greater assistance to child welfare and training councils (over 100 in Bosnia and Hercegovina), as well as to "Friends of Children" societies — in which more than 70,000 parents are engaged. In cooperation with certain institutions and organizations, the Council will work on increasing the number of school kitchens — especially in areas where pupils travel and in underdeveloped regions. In 1968 the Council will devote much attention to the pedagogical education of parents and the education of preschool children. In the framework of its activities the Council is planning more intensive

work with Pioneer troops, the organization of the "Sutjeska" Pioneer Camp in Jajce for the best 100 Pioneers from all the republics, and a number of other activities.

280. Šola — pomemben preventivni dejavnik (The School As an Important Preventive Factor), *Prosvetni delavec*, Ljubljana, 1968, No, 8, p. 1.

In October 1967 a symposium was held in Arandjelovac on preventives in juvenile delinquency. At this time it was established that statistical data and scientific investigations have recorded a sudden growth in the number of juvenile offenders in recent years, with the character of the offenses becoming more and more serious. Although there are a number of very progressive regulations on juvenile delinquency, practice has shown that there are many difficulties, shortcomings, and controversial problems in the realization of these regulations. For this reason the symposium made a number of proposals which should be carried out as quickly as possible. Socio-political communities should create councils which would pursue the problems of juvenile delinquency and all things connected with it: uncovering the causes for family disorganization in our society, work on the organization of leisure time for children and adolescents, compulsory school attendance up to the age of 15. In connection with this, there is the demand for the rationalization of syllabi and school selection according to actual abilities. The broad development of preschool institutions and the founding of special preschool institutions and schools for children with retarded development also belong to the sphere of juvenile delinquency prevention. The service for special welfare should be more intensively developed, creating centers for social work, counselling departments, etc. Special judges for juvenile delinquency, the revision and improvement of legal regulations, and the scientific investigation of this problem would greatly contribute to its effective solution.

281. VALENTINČIĆ Jože: Spolna vzgoja v srednji šoli (Sex Education in the Secondary School), *Sodobna pedagogika*, Ljubljana, 1968, No. 5—6, pp. 196—203.

The author states that in our country more attention is devoted to sex education in the elementary school than in the secondary school, despite the fact that sex education has the same or perhaps even greater significance due to the age of these pupils. The aims and tasks of sex education are: giving information on the biological-health, psychological, and social forms of relations between the sexes; influencing the healthy development of the overall personality; guiding the interests of young people toward all aspects of relations between the sexes. Sex information and education should simultaneously serve as preparation for mature love, marriage, and family. The article further points out the basic principle of sex education: it

should be integrated in overall education, it should be an uninterrupted educational process, and it must be adapted to the developmental needs of adolescents.

282. VIPOTNIK, Olga: Knjiga širi tradicionalnu misiju vaspitanja (Books Spread the Traditional Goal of Child Training), *Porodica i dijete*, Sarajevo, June-July 1968, No. 6—7, pp. 20—21.

The Yugoslav Council for Child Training and Welfare awarded special recognition to certain publishing houses and editorial boards for results achieved in the selection of literature for children and adolescents. This recognition was given to the "Mlado pokoljenje" publishing house in Belgrade, "Lastavica" in Bosnia and Hercegovina, the "Vjeverica" publishing house in Zagreb, "Detska radost" in Macedonia, and the "Mladinska knjiga" publishing house in Slovenia on the occasion of the 25th anniversary of the League of Yugoslav Pioneers — on recommendations made by republican Councils. In presenting these awards to the publishing houses, the president of the Yugoslav Council for Child Training and Welfare stated that the activities of these enterprises greatly aid organizations concerned with the problems of the social and home training of children in Yugoslavia.

283. ZADROVIĆ, Ante: Za kompletniji odgoj (For More Complete Education), *Školske novine*, Zagreb, 21 June 1968, No. 13, pp. 1—2.

The Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia and the Republican Institute for Health Protection organized a joint two-day symposium on the following problems of sex education in the elementary school: 1. is sex education at all necessary, 2. when should it begin, 3. who should carry it out, 4. and in which form should it be realized. The discussion on the first problem showed that all the symposium participants were unanimous in the opinion that a lack of knowledge in this field is the cause of a series of negative phenomena. The other three problems caused a lively exchange of opinions which concluded in the following: 1. Sex education should begin in the first grade of elementary school; 2. The introduction of sex education in the school should be accompanied by corresponding actions by parents; 3. Preparation for present and future educators is necessary; 4. In the 1968/69 school year a certain number of schools will apply, follow, and evaluate a program in the field of sex education prepared by the "Zagreb group." (This is a group of doctors and educators, formed on the initiative of the Republican Council for Family Planning, with the task of elaborating a draft of the program for sex education.)

XIV. HOSTELS

284. Ustanove studentskog standarda Univerziteta u Beogradu (Student Welfare Institution of the University of Belgrade), *Glasnik Univerziteta u Beogradu*, Beograd, 30 April 1968, No. 35, pp. 928—932.

The Community of Student Welfare Institutions of the University of Belgrade issued the Statute of the Community at its assembly meeting held in Belgrade on 24 February 1968, thereby regulating questions connected with the work of student welfare institutions. Article 1 of this Statute states that the Community of Student Welfare Institutions includes: student dorms, restaurants, and all other institutions connected with student welfare and whose founder is the University of Belgrade. The Statute (whose complete text is published here) contains: I — General Provisions; II — The Tasks of the Community; III — Management of the Community (The management organs of the Community are: a) Assembly, b) Management Council, and c) Assembly Commissions); IV — Financing of the Community; and V — Concluding Provisions.

XV. MANAGEMENT AND FINANCING

285. JERGOVIĆ, Mato: Samoupravljanje u školstvu i prosvetno-pedagoška služba (Self-Government in Education and the Educational Advisory Service), *Obrazovanje i rad*, Zagreb, 1968, No. 2, pp. 33—47.

With the introduction of social self-government in education several very serious problems have arisen in connection with changing the style and method of work of the Educational Advisory Service. Earlier, school inspection had the task of, within the complex of the school cultural authorities, controlling the work and operations of the teachers. Today, their work must be established on professional and consultation assistance in resolving certain problems before the educational institutions. The new role and tasks of the Educational Advisory Service brings with it demands in terms of professional cadres acting as educational advisors. High professional training, work experience, organizational, and other abilities would have to serve as the basis for recruiting candidates and their further intensive training for carrying out these functions. In addition to professional staff, the development of modern work methods is especially significant for the new Educational Advisory Service. The following, investigation, and study of certain problems in educational practice, further training and qualification of teachers, encouragement for work advancement, the experimental confirmation of new resolutions in the teaching process, the systematization of individual experiences, their

generalization and transfer to other schools, and other similar work methods must become the basis for the new work methodology on which the operations of this Service will be founded.

286. POPOVIĆ, Dušan: Komuna i kulturna politika (The Collective and Cultural Policy), *Pedagoška stvarnost,* Novi Sad, 1968, No. 2. pp. 67—77.

An important act which regulates self-government relations in education is the Republican Law on Financing Education and Educational Communities in the Socialist Republic of Serbia. The author cites many of the positive aspects of this Law, points out some deformations of self-governing principles for educational policy which come up in the course of its preparation, and analyzes the expression of the social reform — which gave the basic orientation for establishing educational policy and the financing of education under current conditions in the collective.

287. PUCAR, Svetozar: Uloga i sadržaj rada stručnih organa u osnovnoj školi (The Role and Work Content of Professional Organs in the Elementary School), *Naša škola,* Sarajevo, 1968, No. 5—6, pp. 249—259.

According to the provisions of Article 157 of the Law on Elementary Schools, professional organs in the elementary school are: teachers' council, grade council, and teachers' operational group. The statute of a working organization can also envisage other professional organs. The tasks of the teachers' council are: responsibility for the effective realization of educational goals, development of methods and forms of work, proposal of work programs, elaboration of syllabi, the study of the work and results of the individual classes of the grade councils and the teachers, decisions on distribution of subjects, the assignment of pupils to classes, the proposal of measures for the further professional training of teachers, cooperation with the parents of pupils and with interested organizations and institutions, decisions on commendations, awards, and disciplinary measures, and decisions on debatable cases in the marking of pupils. The tasks of the grade councils are: to coordinate the work of class teachers, to deliberate teaching affairs, supplementary educational work, leisure activities, to mark pupils, to decide on the presentation of commendations and awards, as well as on disciplinary measures within their competence, to cooperate with the parents of pupils, and to carry out other educational functions. In order to improve teaching and professional work in the school, teachers' operational groups are formed for the purpose of deliberating teaching methods for specific subjects.

288. ŠUKOVIĆ, R.: Zaključci Izvršnog veća SR Crne Gore o finansiranju obrazovanja (The Conclusions of the Executive Council of the Socialist Republic of Montenegro on Financing Education), *Bilten*

Republičkog zavoda za unapređivanje školstva, Titograd, 1968, No. 1, pp. 105—108.

The Republican Secretariat for Education, Culture, and Science, the Republican Institute for the Advancement of Education, and the Professional Service of the Republican Educational Community prepared an analysis entitled "The Application of the New System of Financing Educational Communities in Montenegro." This analysis shows the first experiences in application of the new system, stating all its advantages from the aspect of budget financing, the first results of the educational communities are evaluated, and many weakpoints in their work were indicated. This analysis was deliberated by all cultural forums who pointed out the need for the further following and studying of the system of financing educational activities. The Conclusions of the Chairmanship body of the Republic and the community organs contain evaluations on hitherto work as well as future tasks for the application and continued elaboration of financing of educational activities.

XVI. LEGISLATION

289. PERAZIĆ Stanko: Bitno u novom Zakonu o prosvjetno-pedagoškoj službi (Essentials of the new Law on the Educational Advisory Service), *Putevi i dostignuća u nastavi i vispitanju*, Sarajevo, No. 4, 1968, pp. 1—4.

The new Law on the Educational Advisory Service, which was made by the Assembly of the Socialist Republic of Bosnia and Hercegovina, establishes in a new way the primary tasks of the Service and determines, on this basis, its new organization. In establishing the final text of the Law, it was the job of the population to primarily determine the functions of the Service (in dependence upon the actual interests of the schools and their associations — educational communities). The organization of the Service is subject to its functions and represents the organizational expression of these functions. It is emphasized that the Educational Advisory Service has as its purpose the advancement of work in the schools, so that the advisors will not be able to effectively carry out their responsibilities if the teaching collectives and the self-government organs of the schools do not seek and accept their aid. The Service must be uniform in terms of tasks and manner of work, and this can be achieved by the coordinated elaboration of the work program and by uniform methodological and professional bases for their implementation. It was also decided to found uniform institutes for the first and second levels of education, and that beginning with 1973 all advisors must have higher or advanced professional training.

290. Pravilnik o načinu polaganja ispita za sticanje srednjeg obrazovanja lica koja su stekla stručno obrazovanje praktičnim radom u radnoj organizaciji (Regulation on Secondary School Completion Examination for Persons Who Attained Vocational Education through Practical Work in Enterprises), *Problemi stručnog obrazovanja,* Beograd, 1968, No. 1—2, pp. 19—29.

This Regulation was made by the Republican Secretary for Education and Culture of the Socialist Republic of Serbia. Persons who attained vocational education through practical work in an enterprise and to whom recognition has been given by the enterprise for the ability to carry out a certain occupation, and who have completed an eight- year elementary school can take a secondary school completion examination in the manner provided for by this Regulation. These examinations can be taken only in secondary schools and in authorized institutions and organizations. The exam is taken in accordance with the syllabus and curriculum prescribed for certain secondary education, as a whole and not by grades, and the candidate's exam is graded in the manner prescribed for regular secondary school pupils. The second part of this Regulation deals with applications for examinations, the establishment of examination boards and their functions, and the content of the examination itself.

291. Preporuka o stvaranju uslova za brže unapređivanje tehničkog obrazovanja i vaspitanja dece i omladine (Proposal on Creating Conditions for the More Rapid Advancement of Technical Education for Children and Adolescents), *Službeni list SR Crne Gore,* Titograd, 1968, No. 15, pp. 127—128.

This Proposal was made by the Republican and Educational--Cultural Council of the Assembly of the Socialist Republic of Montenegro, at a joint meeting held on 15 May 1968. This meeting dealt with the problems of technical education for children and adolescents in the Socialist Republic of Montenegro. In order to create better conditions for the development of technical culture in schools, enterprises, villages, and in general, the council proposed, among other things: that the development of technical culture should become an integral part of the work and developmental plans of enterprises and sociopolitical communities; it is necessary to create better conditions for the classroom teaching of general technical education, and as quickly as possible prepare syllabi and provide for other conditions for the schooling and continuous further training of teaching staff for general technical education; more attention should be given to workshop production for the pupils; endeavor to have the National Technology organization gather as much professional cadres as possible — which will contribute to the more successful development of technical amateurism.

292. Zakon o dečjim vrtićima (The Law on Nursery Schools), *Službeni list SR Crne Gore*, Titograd, 1968, No. 14, pp. 113—117.

According to this Law, wich was made by the Assembly of the Socialist Republic of Montenegro, nursery schools are autonomous, self-governing institutions implementing the education and training of preschool children. The education of preschool age children can be carried out in branch classes of nursery schools, in special classes in elementary schools, and in the work units of enterprises and other organizations. Nursery schools are of a permanent or seasonal character with one or more groups for full-day, half-day, or overnight stay of children, depending on the conditions of the environment in which they operate. A nursery school can be founded by a municipality, enterprise, or other organization if it satisfies the requirements. Children between the ages of three and six (or up until enrollment in school) who are physically and mentally healthy can enroll in a nursery school. Educational and training activities in nursery schools are organized and implemented in groups which, as a rule, are comprised of children of the same or approximately the same ages, and these activities are organized and carried out by the nursery school teacher. Nursery school teachers can be persons who have completed a school for nursery school teachers. The nursery school is managed directly by the members of the working collective or through the management organ.

293. Zakon o osnovni šoli — prečiščeno besedilo (The Law on Elementary Schools — Revised Text), *Prosvetni delavec*, Ljubljana, 1968, No. 6, pp. 33—45.

The Revised Text of the Law on Elementary Schools has eight parts. Part I treats the goals and tasks of the elementary school; its connection with the society and cooperation with enterprises, sociopolitical, and other organizations; the elementary school as the organizer and form of implementation of adult education; compulsory education; language instruction; the organization of special classes for children with retarded psycho-physical development; free education; the independence and self-government of the school; and its statute and financing. Part II deals with the life and work of the school. Following the general provisions, we have those on the organization of the educational activities of the school (provisions which relate to syllabi and curricula, textbooks and teaching aids, grade and subject teaching, leisure activities, care on physical development and adult education); on marking; on garde promotion; and on the relationship of school and society. Part III contains provisions relating to the pupils (registration and school entrance, the rights and obligations of pupils, disciplinary measures). Part IV concerns the teachers. Part V regulates the organization of elementary schools, their integration, and suspension of activities. Part VI treats the management in

these schools, Part VII contains regulations on pupil diplomas and school documentation, and Part VIII deals with school supervision.

294. Zakon o prosvetno-pedagoškoj službi (Law on the Educational Advisory Service), *Glasnik Republičkog sekretarijata za obrazovanje i kulturu SR Bosne i Hercegovine*, Sarajevo, April-June, 1968, pp. 21—23.

According to the provisions of this Law, the Educational Advisory Service — in addition to other functions — is obligated to follow and study work, occurrences, and problems in the field of education, achievements in the development of educational theory and practice, as well as their application. This Service, furthermore, offers professional assistance to educational institutions and teachers in their professional and educational work. It prepares and proposes syllabi and curricula, and checks, evaluates, and gives professional opinions on the value and use of textbooks and manuals. The Law also gives this Service the right to professional-educational supervision over teaching and the implementation of regulations on the organization and practice of educational activities in educational institutions. The Educational Advisory Service is composed of educational advisory councils (republican council and councils covering one or more basic educational communities). The councils have educational advisors for grade teaching in the elementary school, for subject teaching, and for educational, psychological, and other problems. The Law cites the sphere and work of the educational advisory councils; qualifications for educational advisor and how they are selected; management of the councils and thier financing.

295. Zakon o stipendiranju i kreditiranju studenata i učenika (The Law on Scholarships and Credit for Students and Pupils), *Prosvetni glasnik*, Beograd, 1968, No. 2, pp. 39—40.

This Law was made by the Assembly of the Socialist Republic of Serbia. According to this Law, scholarships and credit are allotted to students and pupils for the purpose of creating the best conditions for on time completion of studies, schooling, and further scientific training. The scholarships and credit are given on the basis of tenders. Students or pupils who have been commended for exceptional achievement in learning and in deportment in the preceding completed school have priority, as well as those who attain better achievement in the course of schooling; a uniform condition being low personal income. This Law also regulates other problems (conclusion of agreements, the responsibilites of the scholarship donor and recipient, etc.).

296. Zakon o usposabljanju otrok in mladostnikov z metnjama v telesnem in duševnem razvoju (The Law on Training Mentally and

Physically Defective Children and Adolescents), *Prosvetni delavec,* Ljubljana, 1968, No. 6, pp. 45—53.

The 39 articles of this Law regulate the affairs of training defective children and adolescents. Part I contains the basic provisions on which children are considered to be defective, the institutes competent for their training and the responsibility of the municipality to refer defective children to these institutes, the functions of these institutes, their independence and self-government, their statute, and on other institutions working on the establishment, elimination, and mitigation of defects in retarded children. Part II deals with the types of institutes for training, compulsory education in special elementary schools, the organization of all-day stays in these schools for children who do not have suitable supervision provided for them at home, schools for the occupational training of defective children and adolescents, selection of children in institutes, training institutes for children and adolescents with deviations in behavior and character, labor training of children who are not fit for schooling, homes for children, who are responsible for the financial costs incurred by children in homes. Part III is devoted to the organization of training defective children and adolescents. It contains regulations on who makes the syllabi and curricula for special elementary and occupational schools, on individual work with children in institutes, their training activities, and the personnel working with the children. Part IV contains regulations on the founding, integrating, and suspension of work of these institutions. Part V treats the management of these institutions, and Part VI — transitory and concluding provisions.

XVII. EDUCATION STATISTICS

297. ČOLIĆ, Vlastimir: Stanje upisa učenika u srednje škole u školskoj 1967/68. godini (Pupil Registration in Secondary Schools in the 1967/68 School Year). *Problemi stručnog obrazovanja,* Beograd, 1968, No. 3, pp. 18—23.

The analysis of pupil registration in secondary school in the 1967/68 school year shows, among other things, that the number of pupils registering in the first grade of secondary school subsequent to completion of elementary school increases from year to year. Thus, in the 1965/66 school year 74.9% of the total number of elementary school graduates continued their education in secondary schools; in the 1967/68 school year this percentage was 80.1. If we observe the fluctuations in the number of pupils who complete elementary school as compared with those who continue schooling in secondary schools, by republics, significant differences can be seen among the republics. The highest percentage of continuation of education

is in Montenegro (90.3%), then in Serbia (83.7%), and the lowest is in Slovenia (73.6%). Another characteristic is the greater orientation of adolescents toward registration in schools for skilled workers than was the case earlier (only in comparison with the preceding year, the percentage of pupils registered in schools for skilled workers increased from 41.5 to 45.2%). However, all other schools showed a decrease in the number of registered pupils. Within the framework of technical and related schools, least interest was shown in the agricultural and economics schools, whereas technical schools and schools of medicine attracted the highest interest.

298. Diplomirani studenti 1966 (Students Graduated in 1966), *Statistički bilten 510*, Savezni zavod za statistiku, Beograd, February 1968, p. 24.

This Bulletin contains data on students graduated from all levels of advanced education and on Doctors of Science in 1966. First a comparative review is given of students graduated from faculties, advanced, and higher schools for the years 1938/39, 1945—1960, 1960, 1962, 1964, and 1966. The indicators on this table show, among other things, the sudden and constant increase in number of graduated students in all the postwar years, and especially in comparison with the condition in the 1938/39 year (in the 1938/39 year 2594 students were graduated; in 1966 — 28,678 students). The Bulletin also contains data on graduated students by study classification (full-time and part-time) and sex, by faculties, and then information is given on students graduated in 1966 according to the number of years between enrollment and graduation. The second group of tables present data on students graduated from the third level of study, those who passed exams for the academic degree of Master or Specialist, by scientific branch, type of instruction, and location of school. The third group of tables contains information od Doctors of Science, according to year and scientific branch. The data from these tables show, among other things, that in 1966 457 students were graduated from the third level of study, and 136 received the Doctor of Science degrees.

299. Osnovne i srednje škole, početak 1967/68 (Elementary and Secondary Schools at the Beginning of the 1967/68 School Year), *Statistički bilten* 527, Savezni zavod za statistiku, Beograd, 1968, p. 28.

This bulletin presents the most basic information on number of schools, school centers, classes, pupils, and teachers at the beginning of the 1967/68 school year. These data include all types of elementary and secondary schools, presenting them by republics as well as for Yugoslavia as a whole. The review on number of elementary schools contains fourth-grade, fifth-grade, sixth-grade, and eighth-grade schools. Information can also be found in the bulletin on the number of pupils

in grades, for each type of school, as well as on the number of elementary school graduates and the number of pupils enrolled in secondary schools.

300. ZEC, Zvonimir: Socijalni sastav naših učenika na II stupnju školovanja (The Social Composition of Secondary School Pupils), *Školske novine,* Zagreb, 21 July 1968, No. 13, p. 6.

At a meeting of the Cultural-Educational Council of the Assembly of the City of Zagreb, held on 6 June 1968, data were considered which undoubtedly show that the orientation of secondary school pupils is conditioned not by the specific abilities of the pupils, but rather to a great degree by the socio-economic position of their parents. It follows from these data that the children of office workers and those in other professions with higher incomes decide on the gymnasiums, the children of office workers with lower incomes decide on technical and other vocational schools, and children from labor and farming families predominantly attend schools for labor occupations. The data show that in the 1966/67 school year, 61% of children were from office worker families, 17% of children from labor families, 7% of children from agricultural families, and 15% of children from families in other professions enrolled in gymnasiums. In the technical schools, the enrollment was: 26% — labor families; 36% — office worker families; 23% — agricultural families; and 15% — other professions. In that year in Zagreb, enrollment in labor occupation schools was: 45% — labor families; 15% — office worker families; 25% — agricultural families; and 15% — other professions (i.e., children of pensioners, craftsmen, military personnel, etc.).